
TeachOregon: Year 2 Evaluation Report

Prepared by ECONorthwest for The Chalkboard Project

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TeachOregon Year 2 Evaluation Executive Summary

Foundations for a Better Oregon and the Chalkboard Project launched TeachOregon in 2012 to provide the opportunity for university teacher preparation programs and their community college and school district partners to work together to co-create and pilot innovative models for collaborative, needs-driven teacher preparation. The evaluation for the 3-year project is assessing (1) program implementation through a process study and (2) short-term program outcomes through an impact study.

Process study findings

The first two years of the TeachOregon initiative have featured important shifts in practice and an ongoing focus on a broad set of interventions. The highlights of the Year 2 process study, based primarily on project teams' focus-group descriptions of Year 2 work, can be summarized as follows.

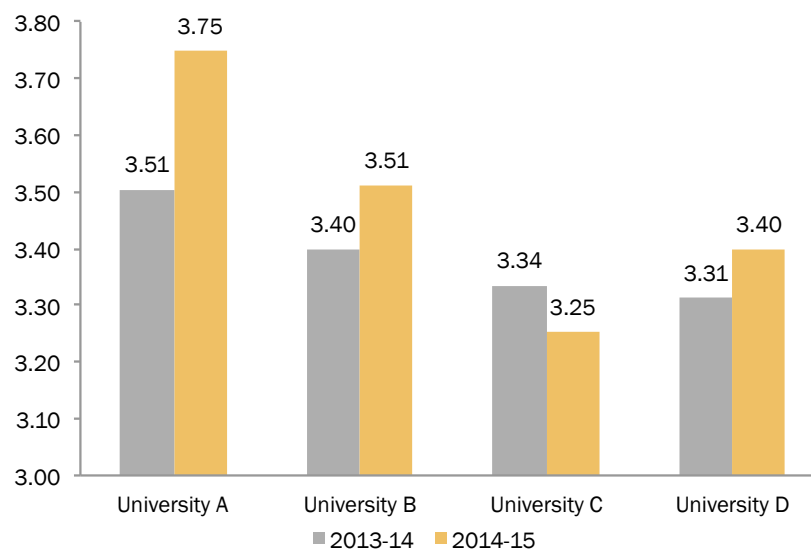
1. TeachOregon grantees continue to be actively engaged and highly committed to implementing the broad set of interventions introduced during Year 1.
2. TeachOregon grantees report positive changes are taking place in each of the blueprint areas.
3. Partners are planning for TeachOregon activities to continue beyond the grant.
4. TeachOregon provides a framework and resources for responding to externally driven changes (e.g., edTPA, program accreditation).
5. Partners are successfully navigating leadership changes and internal and external communication challenges.
6. Partners are working to overcome internal and institutional barriers to change.
7. Collecting and reporting data required for the impact evaluation presented significant challenges to the grantees. In some cases, partners had never reviewed and shared components of their data.

Impact study findings

The impact study is focused on the project areas with the earliest potential to affect teacher effectiveness and student achievement (clinical practice; hiring and placement). Data for the study come from four surveys conducted in spring 2015 and data collected from TeachOregon partners for 2013-14 and 2014-15 (administrative and assessment data from universities; applicant, hiring, and evaluation data from school districts). The main findings of the Year 2 impact study include the following:

1. Compared with their non-TeachOregon peers, TeachOregon teacher candidates show signs of feeling more prepared to teach in their first week of clinical practice, more effective as a teacher at the end, and more comfortable approaching their university supervisors.
2. From Year 1 to Year 2, the cohort of teacher candidates at TeachOregon universities increased in academic preparedness (measured by GPA) and diversity (measured by race/ethnicity).

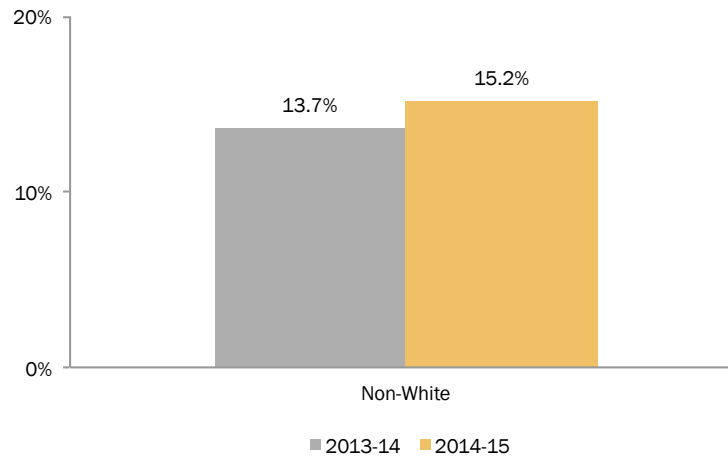
Figure 1. Incoming GPAs for teacher candidates at four TeachOregon universities, 2013-14 versus 2014-15



Source: ECONorthwest analysis of administrative data

Note: Includes undergraduate GPAs for MAT enrollees and cumulative GPAs prior to clinical placement for undergraduate enrollees.

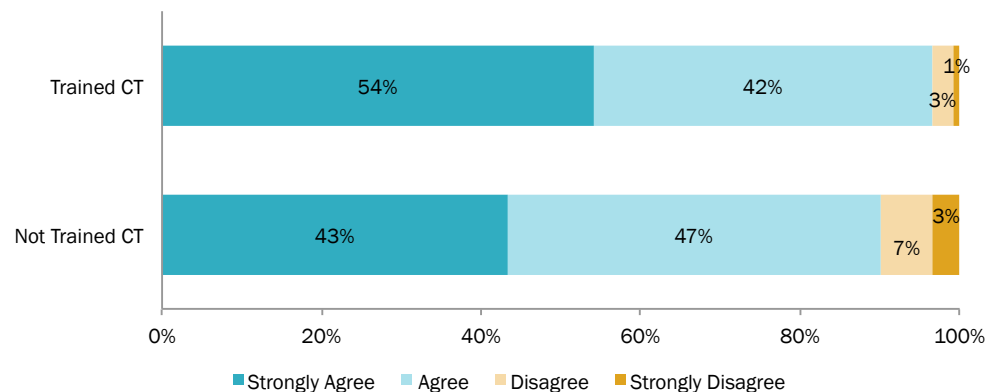
Figure 2. Share of teacher candidates reported to be non-white at TeachOregon universities, 2013-14 and 2014-15



Source: ECONorthwest analysis of administrative data for 2013-14 and 2014-15 (five universities in each year)

3. Compared to their untrained peers, cooperating teachers trained in co-teaching¹ methods felt more prepared to mentor teacher candidates and more satisfied with the information, training, and support they received. Cooperating teachers who used the co-teaching model had more-frequent interactions with their teacher candidates and reported that their candidates were more prepared to engage in teaching activities.

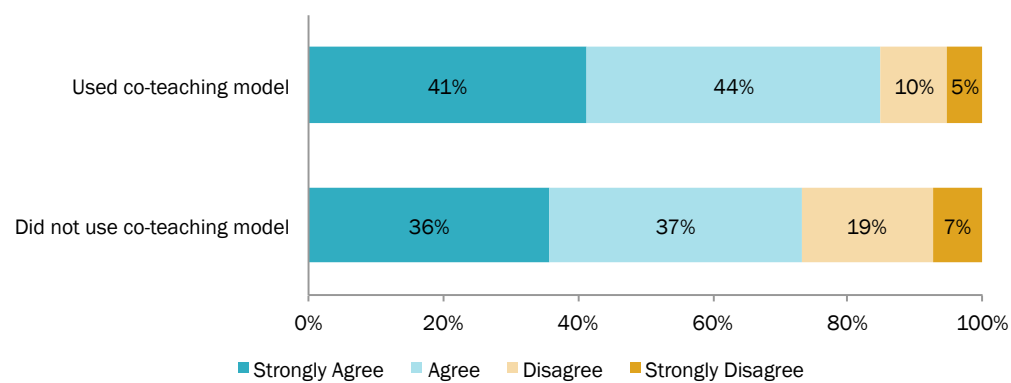
Figure 3. Cooperating teachers' agreement with the statement, "I felt prepared to mentor my teacher candidate / student teacher."



Source: ECONorthwest analysis of 2014-15 survey data

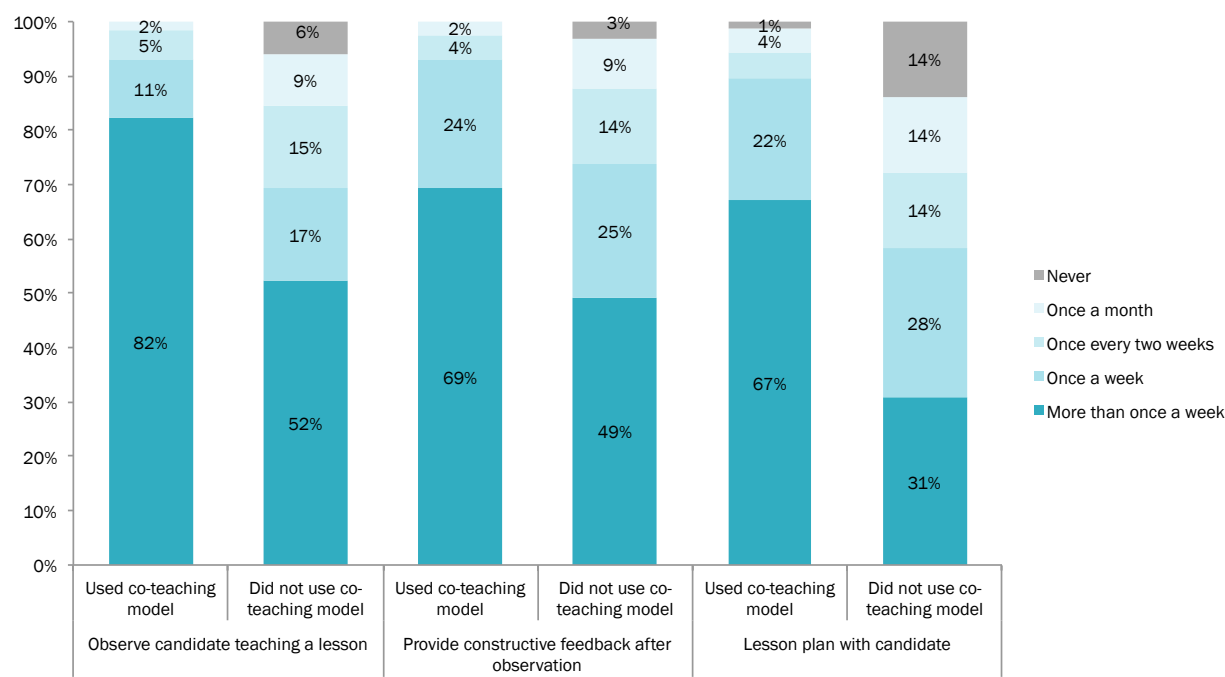
¹ "What is co-teaching?" <http://www.stcloudstate.edu/soe/coteaching/>

Figure 4. Cooperating teachers' agreement with the statement, "My teacher candidate / student teacher was prepared to engage in teaching activities during the first week in my classroom."



Source: ECONorthwest analysis of 2014-15 survey data

Figure 5. Average frequency of cooperating teachers' interactions with teacher candidates, as reported by cooperating teachers



Source: ECONorthwest analysis of 2014-15 survey data

4. Based on survey results, university supervisors believe the co-teaching model helps teacher candidates and cooperating teachers become more effective teachers.
5. As measured by their institutions' assessment instruments, TeachOregon participants improve more, on average, than their non-TeachOregon counterparts over the course of their clinical practice.
6. Survey results from mentoring programs and beginning teacher evaluation data from partner school districts do not yet reveal any statistically significant differences between TeachOregon and non-TeachOregon graduates. Among other important issues in the data, small sample sizes limit the strength of the conclusions.
7. As the initiative continues and transitions into more permanent, sustainable work after the grant, the definition of the intervention needs to be refined, sharpened, and monitored for consistency and fidelity in its application.

Summary of Report Findings

Background and context

Policymakers and academics have long been concerned about the country's weak progress in improving overall student outcomes. Everyone agrees that high-quality teachers are a central component in student success, and there is a growing body of research on the determinants and measurement of teacher effectiveness.¹ On the front end of teacher development, recruitment, preparation, mentoring, and induction programs form ground zero and are of increasing interest to researchers, practitioners, and the public as places where valuable innovation and evaluation can take place. These programs are the primary platform for training and supporting beginning teachers, and efforts to understand and adapt the system must start with them and their school district partners.

Foundations for a Better Oregon and the Chalkboard Project launched TeachOregon in 2012 to provide the opportunity for university teacher preparation programs and their community college and school district partners to work together to co-create and pilot innovative models for collaborative, needs-driven teacher preparation. This evaluation report describes the findings from the focus groups, surveys, and administrative data collection during the second year of the initiative.

This chapter summarizes the findings of the process study and impact study. Chapter 2 describes TeachOregon and the evaluation plan. And chapters 3-6 examine the data behind the findings, organized by blueprint area (Recruitment and Selection, Clinical Practice, Hiring and Placement, and Mentoring and Induction).

Summary of process study findings

The first two years of the TeachOregon initiative have featured important shifts in practice and an ongoing focus on a broad set of interventions. The highlights of the Year 2 process study, based on project teams' focus-group and progress-report descriptions of Year 2 work, can be summarized as follows.

¹ Gordon, R., Kane, T., & Staiger, D. (2006). *Identifying Effective Teachers Using Performance on the Job*. The Hamilton Project, The Brookings Institution.
Staiger, D., & Rockoff, J. (2010). "Searching for Effective Teachers with Imperfect Information." *Journal of Economic Perspectives* (24)3, 97–118.
Measures of Effective Teaching, <http://www.metproject.org/index.php>

1. TeachOregon grantees continue to be actively engaged and highly committed to implementing the broad set of interventions introduced during Year 1.

Each TeachOregon design team described and implemented a wide and varying set of recruiting, selection, training, hiring, mentoring, and induction activities designed to overhaul the way candidates—especially culturally diverse candidates—enter the teaching profession. Grantees have made this work a priority. In most areas, the strategies would likely continue without special grant funding, but at a slower pace and with less structure. Put differently, the program’s goals are not being imposed upon the grantees. They embrace them and view them as central to the missions of their respective institutions.

Demonstration projects, by definition, involve local variation and innovation. TeachOregon is no exception. Generally, the variety of interventions also creates difficulties in evaluating the TeachOregon program across the five partnerships. Varied tactics to achieve common outcomes is at the heart of Chalkboard and Oregon’s philosophy around education reform. That framework was clearly signaled through the TeachOregon applications and is evident in the demonstration. All sites have advanced on interventions designed to move multiple outcomes; however, attention and priorities vary considerably from site to site.

2. TeachOregon grantees report positive changes are taking place in each of the blueprint areas.

Feedback from the focus groups was positive overall, and survey findings reflect general satisfaction with clinical practice changes. Partners feel that the grant supports communication between partners that would not otherwise take place and that is essential to improving the teacher preparation system. Each project team can describe progress around teacher pipeline work (Grow Our Own), clinical practice or field experience changes, equity-based hiring practices, and mentoring programs. For example, in the area of clinical practice, each university partner moved to a 30-week clinical experience for teacher candidates prior to or early in the initiative,² and each project has implemented co-teaching as part of candidates’ clinical experience. Partners and coaches report that an increased understanding of the necessary characteristics of candidates and the cooperating teachers has led to more-successful partnerships, and the partnership with the longest

“[Our cadet program] was not just a class, it was the whole bridge in how to apply and become a college student, giving them the confidence and the nudging to do this.”

-School district representative

² The definition of “30 weeks” varies by institution, but all are committed to full-year clinical experiences (see Appendix F).

"In spite of problems with the co-op model...I don't have a single mentor teacher who think they'll go back to the old way...we all know that the co-op model is the way to go, but we now have to learn how to do it better."

-University supervisor

history of co-teaching reports that the longer they use the model, the more success they see.

Matching teacher candidates and cooperating teachers is more purposeful and intentional across sites. Many partners have developed rubrics for cooperating teacher selection, and communication between universities and school districts has increased for this purpose.

Challenges remain (e.g., misperceptions about the co-teaching model; regional mismatches between numbers of trained cooperating teachers and teacher candidate placements), but overall, partners believe that this aspect of TeachOregon is promising and have described the benefits of the model in detail. Moving forward, the key is to continue improving the consistency of the co-teaching training and communication about expectations and consistent use of the model.

3. Partners are planning for TeachOregon activities to continue beyond the grant.

"How do we know co-teaching is actually happening? We can't look at student achievement and draw conclusions about co-teaching right now because we have no way to distinguish implementation level."

-School district representative

All of the partners are concerned about the sustainability of this work when the initiative ends next year. Many are researching or developing alternate funding mechanisms for parts of the work (e.g., reallocating funds at the partner level; looking into federal funding sources) and all have expressed interest or commitment to continuing at least certain elements of the work. But some project teams perceive uneven commitment and capacity levels among the partners with regard to supporting the work financially after the grant ends. The ongoing ability to collaborate is also an open question for some sites: as one coach put it, "How will the group work together so the partnerships are sustainable beyond the grant?"

"Sustainability is not just about money; it's about establishing a system."

"It's not sustainable to apply for grants all of the time."

-Focus group participants

Both last year and this year, partners have described the "initiative fatigue" that they sometimes feel in the face of multiple programs and changes occurring at once. This affects the initiative at the project level (putting project planning on hold until funding is secured) as well as the individual level (cooperating teachers feeling unable to bring a teacher candidate into their classroom). However, at least some partners view each element of TeachOregon as essential to the whole: one project team described the process of developing a 5-year plan and discussing how activities may need to change to make them sustainable beyond the grant. The team had a difficult time eliminating any of the activities from the list—for that partnership, each blueprint of the TeachOregon initiative is seen as critical to continue in some form.

4. TeachOregon provides a framework and resources for responding to externally driven changes (e.g., edTPA, program accreditation).

“There needs to be a pot of money at the state level that’s for clinical experience and teacher preparation.”

-Focus group representative

TeachOregon’s implementation coincides with a broader and unusually active reform environment in Oregon and the nation. TeachOregon represents a significant change in the ways interactions occur between universities and districts, and cooperating teachers, teacher candidates, and university supervisors. The demonstration supports efforts to administer a healthy dose of change to these institutions and individuals, but they are also implementing TeachOregon within a context of other, broad educational reforms.

At the state level, the backdrop for TeachOregon includes changes associated with Common Core State Standards and the implementation of Smarter Balanced assessments; the adoption and gradual implementation of edTPA (a multiple-measure assessment system for teacher candidates upon program completion); new evaluation systems needed to meet SB290 requirements for working teachers; and Teacher Standards and Practices Commission (TSPC) licensure redesign. At the local level, some teacher preparation programs are in the middle of program accreditation, reaccreditation, or other redesign efforts. A number of initiatives and funding sources are overlapping with and supplementing TeachOregon efforts.

TeachOregon partners are working to coordinate with these externally driven changes. Shared understanding and discussion of ongoing changes and developments is helping partners learn from each other and support the TeachOregon work as Year 3 begins.

5. Partners are successfully navigating leadership changes and internal and external communication challenges.

“With all of our changes, it’s still an incredibly strong program. This speaks to the fact that the work is the right work and it’s not dependent on one person who has a vision.”

-School district representative

TeachOregon entered into university-district collaborations at different stages of maturity. For some partnerships, TeachOregon funding has served to accelerate or expand work that began years prior to the grant. In some teams, new partners have been added; in other teams, TeachOregon has prompted the development of relationships and connections that never existed. Some sites have experienced hurdles as they’ve developed new partnerships or relationships with new leaders, and others have faced fresh challenges with long-time partners. But all describe the positive growth potential that is part of newly formed and nurtured relationships.

As in Year 1, many project teams reported internal communications were both a success and challenge throughout Year 2. Establishing and maintaining roles, making assignments, and making decisions about how to move forward continue to challenge some partners. Some partnerships might benefit from a focus-group-like meeting or two during the school year, with a

broader group than usually attends leadership meetings (e.g., including university supervisors and cooperating teachers), where they can reflect together on how things are going. Change in this area might occur naturally, with the planned initiative-wide shift to specialty training sessions featuring specific discussion topics.

Project leadership changes occurred at a number of sites, with some citing those transitions as successes and others as challenges. One project with “tremendous” leadership changes at all levels reported that their successes show that “the work is good, regardless of who is leading it.”

6. Partners are working to overcome internal and institutional barriers to change.

In addition to working through team changes, a number of TeachOregon partners face ongoing internal and institutional barriers to implementing their initiatives. Some project team members continue to report that it is difficult to communicate the value of TeachOregon goals and initiatives to administration and staff at their institutions, and that the “buy-in” of their partner institutions is not complete. Much of this is inherent to any new initiative, and making institution-wide changes can be difficult under any circumstances. One partner expressed an ongoing interest in having a community college at the table for this work, given the key role community colleges play in the preparation pipeline.

“TeachOregon has created a natural, authentic, relevant connection to what’s happening in the classroom – this is creating curriculum changes.”

-University representative

7. Collecting and reporting data required for the impact evaluation presented significant challenges to the grantees. In some cases, partners had never reviewed and shared components of their data.

The data collection process in Year 2 was a learning process in which evaluators learned which data are and are not readily available from partners. Partners—both universities and school districts—had the opportunity to review and share components of their data, sometimes for the first time. The evaluation team received most of the requested data elements over the course of the year, but there were a number of delays and technical challenges along the way, and data quality and consistency varied.

One challenge was that partners had not reported—or, in some cases, collected—the requested types of data before, and their data systems were not set up to link together in a straightforward way. For example, school districts collect and store data on job applicants and hired individuals in two or more different systems that don’t communicate. This makes it difficult to link an individual’s applicant information with his or her hiring information. Grantees also do not always have staff that are familiar with data systems or ways to link data together. To the extent that data issues were related to the

grantees' understanding of the data and the request, we anticipate fewer challenges based on the processes being the same over the two years. Issues related to data linking between systems, and the design and access to the data systems, will continue to pose a challenge for districts in Year 3. We recommend that initiative and project leaders explore ways to expand partners' capacity and resources for data extraction, linking, and coding.

In addition to the technical capacity challenges, there were initiative-wide concerns about data confidentiality and participant protection. During Year 2, six of the university partners completed an Institutional Review Board (IRB) approval process that enables them to provide individual-level data to ECONorthwest for the evaluation. Processes varied by site, and there was some confusion over the inclusion of non-TeachOregon candidates. In Year 3, partner institutions should collect signed informed consent forms from as many teacher candidates as possible (both TeachOregon participants and non-participants). These forms indicate that candidates are aware they are subjects in a program evaluation and are willing to have their performance tracked and provide input through surveys as they move through their university program and into licensed teaching positions. Similarly, partner institutions and districts should seek to increase response rates to TeachOregon surveys. These efforts will bolster the reliability of quantitative findings.

Summary of impact study findings

This section provides the primary findings of the Year 2 impact study, based on data collected for 2013-14 and 2014-15:

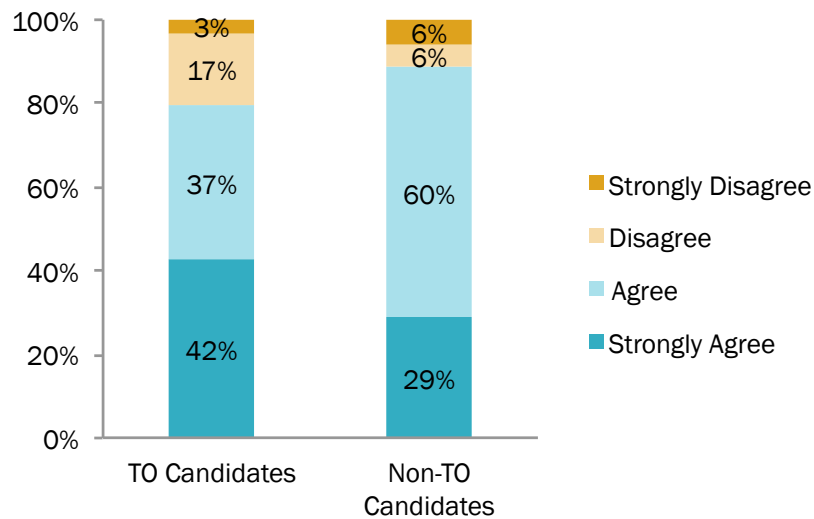
- 1. Compared with their non-TeachOregon peers, TeachOregon teacher candidates show signs of feeling more prepared to teach in their first week of clinical practice, more effective as a teacher at the end, and more comfortable approaching their university supervisors.**

Based on survey responses, teacher candidates participating in TeachOregon have moderately more positive responses to statements about their feelings of preparation and effectiveness. None of the differences highlighted below are statistically significant, in part due to the relatively small number of non-TeachOregon respondents to the teacher candidate survey (33 non-TO versus 137 TO). This small sample of non-TeachOregon respondents can be attributed to low response rates within this population as well as a small total population of non-TeachOregon candidates across all project sites. But the differences in responses outlined below suggest some positive findings in these areas. TeachOregon teacher candidates agree more strongly that they feel more

prepared at the start of their clinical experience, perhaps due to the co-teaching training they have received. They feel slightly more positive than their peers about the effect of their clinical experience on their teaching skills, and they are more comfortable approaching their university supervisor. In traditional student teaching, the supervisor is less involved with the school and is likely working in multiple schools. The supervisor plays a more central role in the co-teaching model and one might expect the candidate to have a closer relationship with the supervisor.

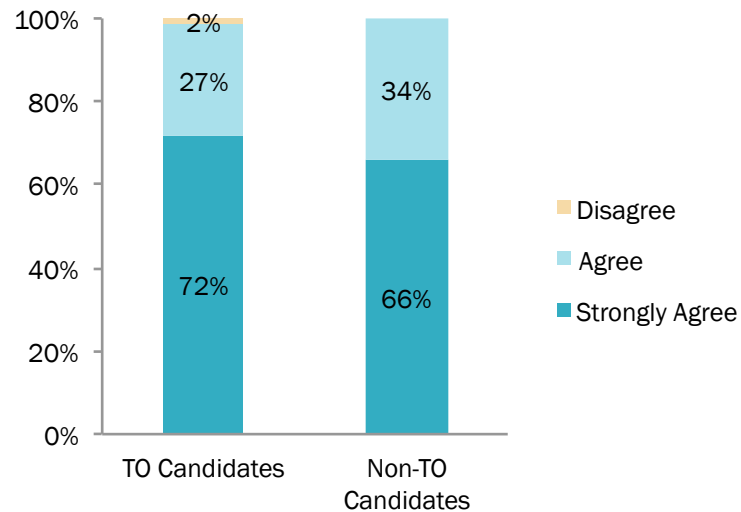
The distribution of responses to a few of the other survey questions suggest opportunities for program improvement. For example, TeachOregon candidates reported less frequent teaching observations and feedback, lesson planning, and other supportive interactions with their cooperating teacher and supervisor than did non-TeachOregon candidates. Those differences are not statistically significant either, but project leaders and coaches should explore possible reasons for those results and take steps to strengthen communication about expectations around co-teaching, or other training materials that might help clarify the goals and purposes of the model.

Figure 1.1. Teacher candidates' agreement with the statement, "I felt prepared to engage in teaching activities during the first week of my clinical/student teaching experience."



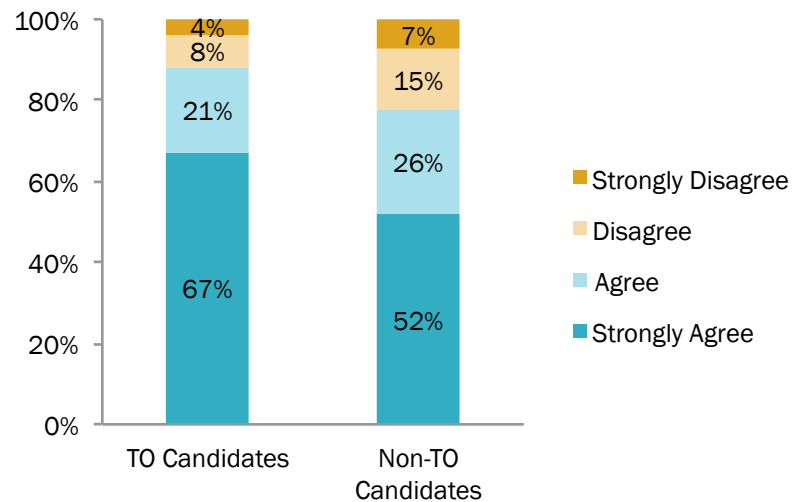
Source: ECONorthwest analysis of 2014-15 survey data

Figure 1.2. Teacher candidates' agreement with the statement, "My clinical/student teaching experience helped me become a more effective teacher."



Source: ECONorthwest analysis of 2014-15 survey data

Figure 1.3. Teacher candidates' agreement with the statement, "I was comfortable approaching my university supervisor to ask for support and feedback."

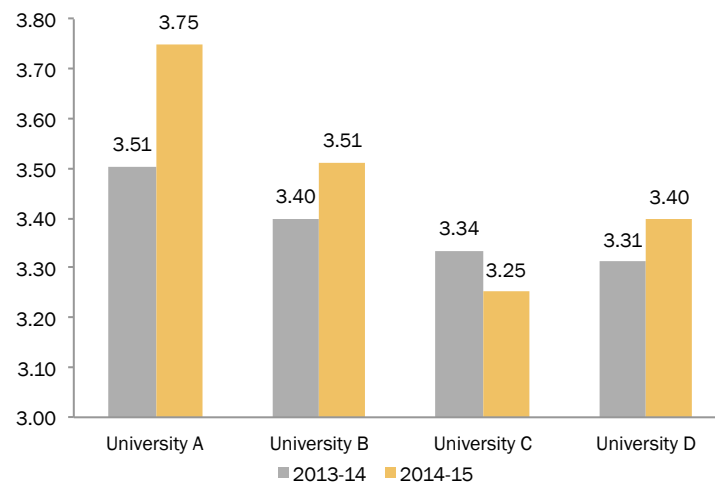


Source: ECONorthwest analysis of 2014-15 survey data

2. From Year 1 to Year 2, the cohort of teacher candidates at TeachOregon universities increased in diversity (measured by race/ethnicity) and academic preparedness (measured by GPA).

Between 2013-14 and 2014-15, it appears that teacher candidates at TeachOregon universities changed in two central ways that are relevant to TeachOregon's targets and goals. Based on administrative data from the universities, candidates' incoming GPAs increased at three of the four universities that provided both years of data (see Figure 1.4). And the share of reported non-white candidates in TeachOregon teacher preparation programs increased from 13.7 percent to 15.2 percent (see Figure 1.5). The data provide suggestive evidence regarding the success of efforts to improve the academic preparedness and diversity of incoming teacher candidates.

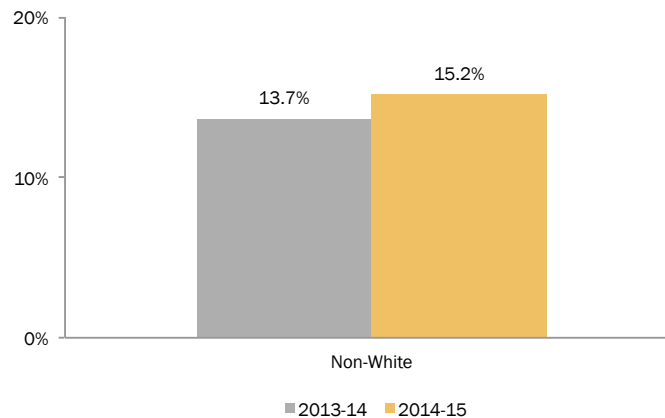
Figure 1.4. Incoming GPAs for teacher candidates at four TeachOregon universities, 2013-14 versus 2014-15



Source: ECONorthwest analysis of administrative data.

Note: Includes undergraduate GPAs for MAT enrollees and cumulative GPAs prior to clinical placement for undergraduate enrollees.

Figure 1.5. Share of teacher candidates reported to be non-white at TeachOregon universities, 2013-14 and 2014-15



Source: ECONorthwest analysis of administrative data for 2013-14 and 2014-15 (five universities in each year)

- 3. Compared to their untrained peers, cooperating teachers trained in co-teaching methods felt more prepared to mentor teacher candidates and more satisfied with the information, training, and support they received. Cooperating teachers who used the co-teaching model had more-frequent interactions with their teacher candidates and reported that their candidates were more prepared to engage in teaching activities.**

Cooperating teachers trained in co-teaching and using the model responded differently than their untrained peers on a number of survey questions. In four cases the differences were statistically significant. A total of 259 trained and 60 untrained clinical/cooperating teachers responded to the survey (based on self-reporting of training receipt and use of the co-teaching model).

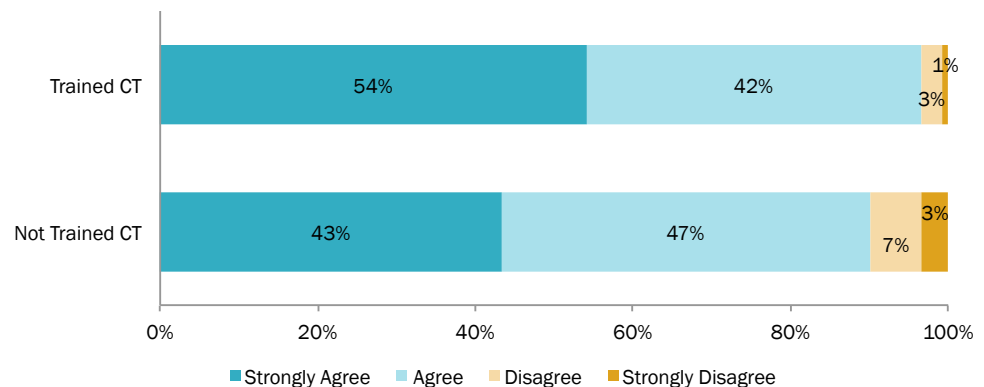
First, cooperating teachers who were trained in co-teaching were more likely to agree when asked if they felt prepared to mentor their teacher candidate (97% versus 90%; see Figure 1.6). Trained cooperating teachers were also more likely to agree that they were provided the information, training, and support they needed to support their teacher candidate (79% versus 63% see Figure 1.7). These results are statistically significant ($p < 0.05$).³

³ That is, there is a 5% chance that this difference is due to chance.

Next, compared with their peers, cooperating teachers who reported used the co-teaching model indicated that they interacted more frequently with their teacher candidates in the following ways: observing a lesson being taught, providing constructive feedback after observation, and lesson planning (see Figure 1.8). About 90 percent of co-teaching teachers report interacting at least once per week in the three specified areas, versus 60-70 percent of traditional cooperating teachers. And this group was more likely to agree that their teacher candidates were prepared to engage in teaching activities during the first week of clinical practice (85% versus 74%; see Figure 1.9).⁴ These differences are statistically significant at the 0.005 and 0.025 levels, respectively.

These results suggest meaningful and positive differences for cooperating teachers who are trained in the co-teaching model, who use the model, and who receive additional supports from their school district and the candidate's teacher preparation program.

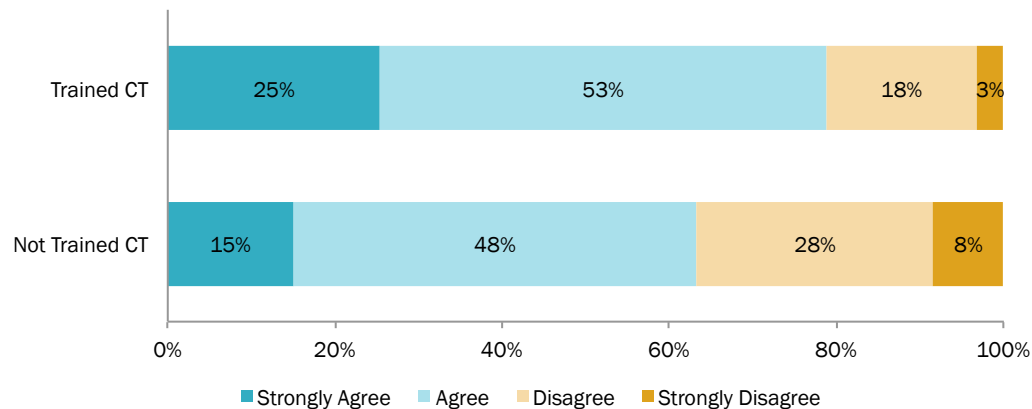
Figure 1.6. Cooperating teachers' agreement with the statement, "I felt prepared to mentor my teacher candidate / student teacher."



Source: ECONorthwest analysis of 2014-15 survey data

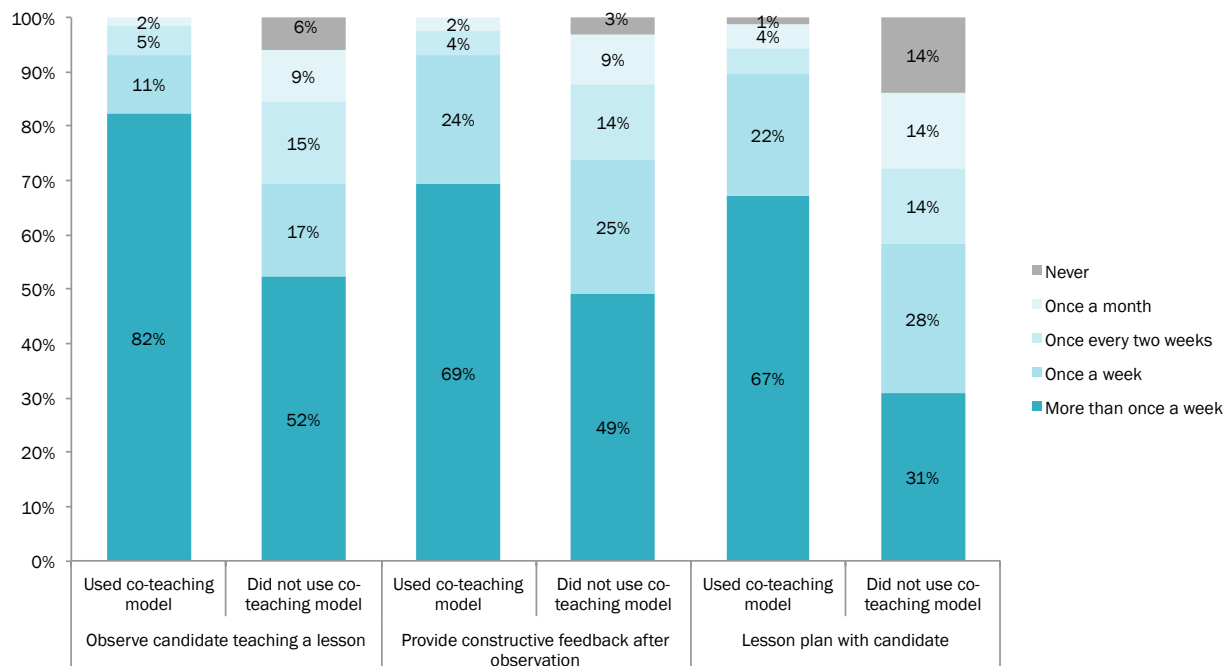
⁴ Sorting cooperating teachers by whether they used the co-teaching model is the best possible proxy for TeachOregon status of teacher candidates.

Figure 1.7. Cooperating teachers' agreement with the statement, "The information, training, and/or support provided for clinical/cooperating teachers addressed my needs in supporting a teacher candidate / student teacher."



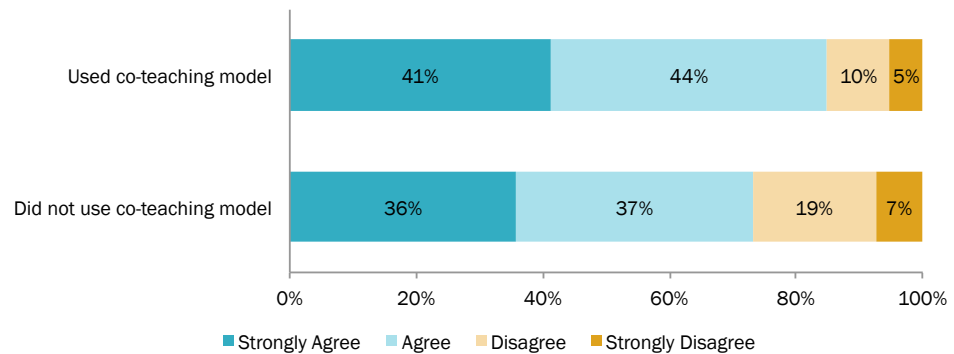
Source: ECONorthwest analysis of 2014-15 survey data

Figure 1.8. Average frequency of cooperating teachers' interactions with teacher candidates, as reported by cooperating teachers



Source: ECONorthwest analysis of 2014-15 survey data

Figure 1.9. Cooperating teachers' agreement with the statement, "My teacher candidate / student teacher was prepared to engage in teaching activities during the first week in my classroom."



Source: ECONorthwest analysis of 2014-15 survey data

4. Based on survey results, university supervisors believe the co-teaching model helps teacher candidates and cooperating teachers become more effective teachers.

About 50 university supervisors from TeachOregon universities responded to a short survey about the co-teaching model. Almost all supervisors see value in the model: they report that the co-teaching model helps teacher candidates (94%) and cooperating teachers (92%) become more effective teachers (see Figure 1.10). A large majority of respondents indicate that clustering candidates (81%) and placing them in professional development schools or clinical sites (86%) helps them become more effective teachers.

The open-ended feedback on the supervisor survey is generally positive (the model is "powerful," "truly a more professional practice," and "should be required for cooperating teachers"), with some critical comments mixed in. For example, a few supervisors echo the concerns of cooperating teachers regarding the need for candidates to have solo teaching experiences. Others pointed out the challenges of securing ESOL placements, navigating the university's quarter system versus district semester system, and trying to convince candidates and cooperating teachers of the merits of the model.

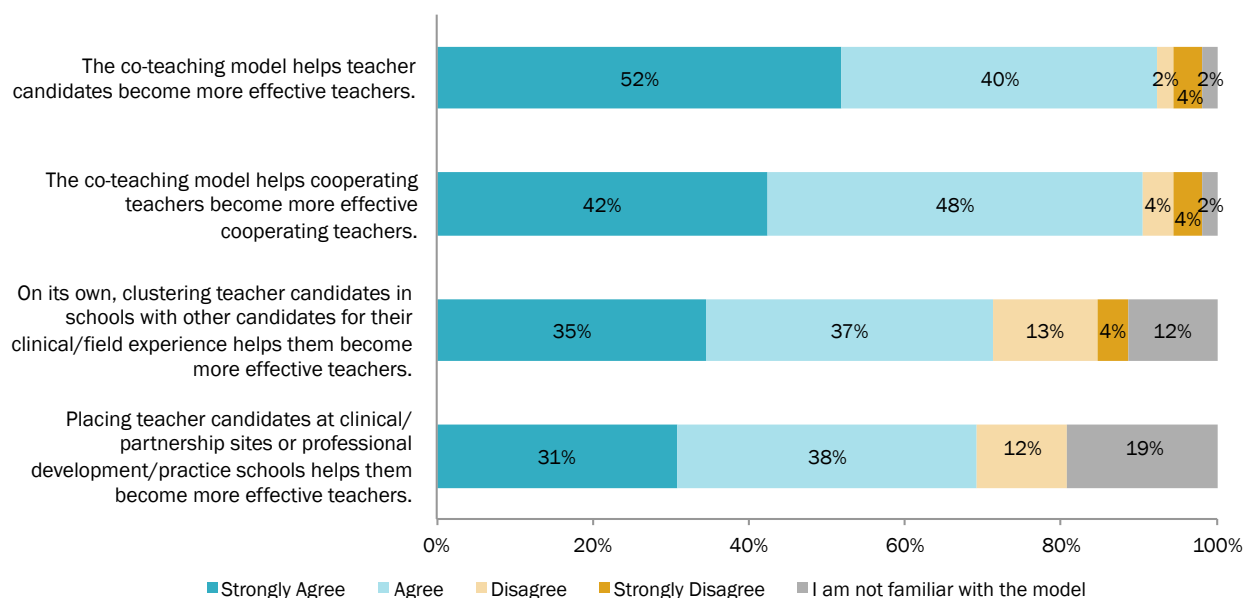
"[It] makes supervision so much stronger when teacher candidates are clustered; easier to be more a part of the school."

"I believe that the co-teach model is the best way to go, but like most ventures, this grand experiment just needs more time and wisdom of practitioners over time to shape and polish the product."

"While I appreciate the co-teaching model, I believe a couple weeks of planning/delivery independently is essential for candidate success."

-University supervisors

Figure 1.10. University supervisors' agreement with statements about co-teaching, clustering, and professional development schools for teacher candidates



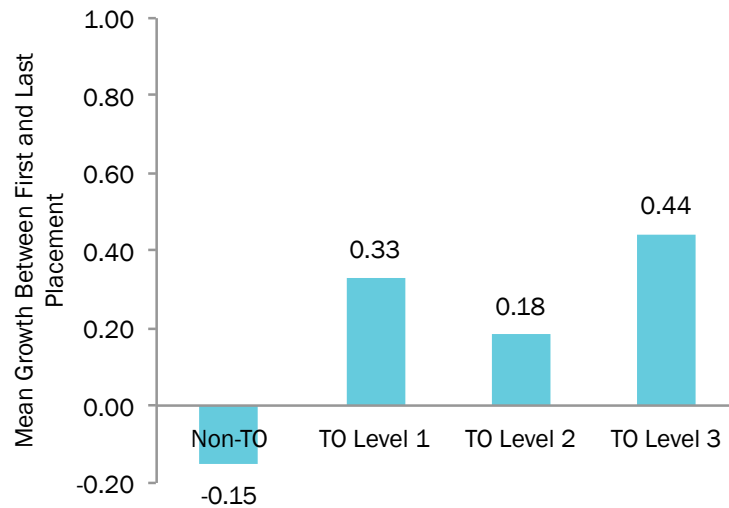
Source: ECONorthwest analysis of 2014-15 survey data.

5. As measured by their institutions' assessment instruments, TeachOregon participants improve more, on average, than their non-TeachOregon counterparts over the course of their clinical practice.

University partners shared with ECONorthwest the assessment or evaluation scores for their teacher candidates in 2013-14 and 2014-15. Appendix E, page 6 illustrates how the various evaluation rubrics map onto each other as well as the InTASC standards. Calculating the average growth of teacher candidates at each TeachOregon participation level⁵ illustrates that, on average, TeachOregon candidates in both 2013-14 and 2014-15 improved more over the course of their clinical practice than did non-TeachOregon candidates (see Figures 1.11 and 1.12).

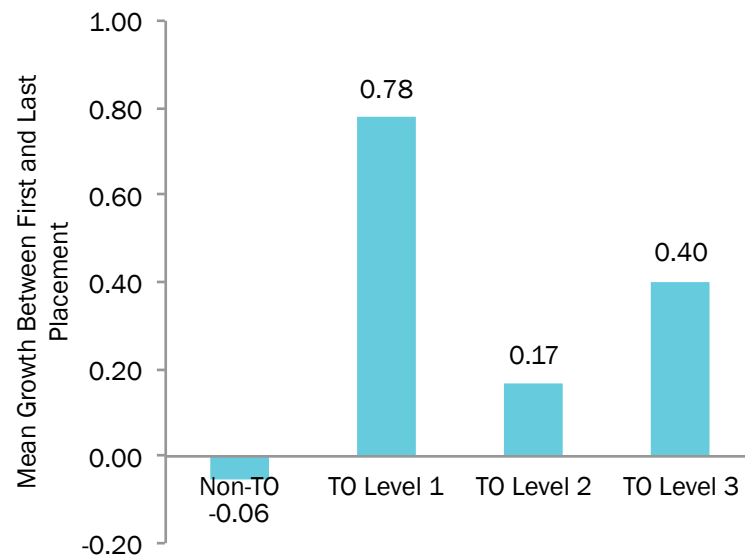
⁵ TeachOregon participation levels: 0: Teacher candidate did not receive training in co-teaching; 1: Teacher candidate received training in co-teaching but cooperating teacher did not; 2: Teacher candidate and cooperating teacher both received training in co-teaching; 3: Teacher candidate and cooperating teacher both received training in co-teaching, and clinical experience took place in a school with intentionally improved communication between school and university.

Figure 1.11. Average growth in clinical placement evaluation scores between first and last clinical placement, by TeachOregon participation, 2013-14



Source: ECONorthwest analysis of university clinical placement / student teaching experience evaluation data for five TeachOregon universities.

Figure 1.12. Average growth in clinical placement evaluation scores between candidates' first and last clinical placement, by TeachOregon participation, 2014-15



Source: ECONorthwest analysis of university clinical placement / student teaching experience evaluation data for five TeachOregon universities.

6. **Survey results from mentoring programs and beginning teacher evaluation data from partner school districts do not yet reveal any statistically significant differences between TeachOregon and non-TeachOregon graduates. Among other important issues in the data, small sample sizes limit the strength of the conclusions.**

The small number of TeachOregon participants hired into partner districts by fall 2014 makes it difficult to claim any meaningful differences when compared with the larger population of newly hired teachers. It is also difficult to identify via an anonymous survey whether or not a teacher participated in TeachOregon. Given those caveats, we observe that a few of the survey results suggest positive impacts of TeachOregon and provide a decent baseline for comparison next year. Slightly more TeachOregon participants strongly agree that their student teaching experience (51% versus 47%) and their cooperating teachers (57% versus 50%) helped them become better teachers. TeachOregon respondents felt about as prepared during their first week as a beginning teacher as did non-TeachOregon graduates. Given adequate data, we will next year identify the extent to which 2015 TeachOregon graduates who reported feeling more prepared for their clinical experience also felt more prepared to teach in the classroom as beginning teachers after completing their clinical experience.

Likewise, the evaluation results for teachers who were TeachOregon participants look slightly better, but the TeachOregon group is small and the difference between the TeachOregon and non-TeachOregon groups is not statistically significant. Key to generating a more complete data set next year is improved communication between universities and school districts regarding the identity and TeachOregon participation levels of potential applicants and new hires.

7. **As the initiative continues and transitions into more permanent, sustainable work after the grant, the definition of the intervention needs to be refined, sharpened, and monitored for consistency and fidelity in its application.**

Grantees are attempting to implement a variety of different interventions to strengthen the processes of recruiting, training, placing, mentoring, and inducting new teachers. For the purpose of the impact study we defined TeachOregon participation levels (0, 1, 2, 3) to help quantify the improved programming received by TeachOregon teacher candidates. Now that partners can generally identify someone as a TeachOregon participant or not, the focus needs to be on what teacher candidates are experiencing and their perceptions of their experiences. Survey results showed that TeachOregon candidates have varying levels of comfort and

understanding of the co-teaching model (they are not always aware that they received co-teaching training or used the model), and that many non-TeachOregon candidates use or think they use the co-teaching model. These challenges could be related to the relatively generic name for the model (“co-teaching”), its genesis in special education, and/or grantees’ interest in providing co-teaching training to all candidates, regardless of TeachOregon participation.

In addition to perception challenges at the participant level, each TeachOregon project is using its own training materials and methods, possibly resulting in varied implementation intensity. For example, at one university, all candidates are expected to co-teach, even if their cooperating teacher does not attend the training workshop; cooperating teachers who do not attend training are provided with online support, written training materials, and supervisor follow-up. Inconsistent training methods and materials across sites and projects is a challenge for the fidelity of application of the method as well as the impact study findings.

There might be room for university partners to provide additional support as teacher candidates develop classroom management skills and are given opportunities to take full responsibility of the classroom. One project is developing materials that describe what successful co-teaching might look like over the course of the year; these should be distributed and reviewed by all of the partners. Teacher candidates, cooperating teachers, and university supervisors need to have a common vision of the co-teaching model, with as much consistency in implementation as possible to provide the evidence TeachOregon partners and policymakers need to understand the benefits of this approach to teacher preparation.

Evaluation Overview

TeachOregon history

Foundations for a Better Oregon and the Chalkboard Project launched TeachOregon in 2012 to provide the opportunity for university teacher preparation programs and their community college and school district partners to work together to co-create and pilot innovative models for collaborative, needs-driven teacher preparation.

In the summer of 2012, the Chalkboard Project awarded design grants to six school-district-and-university partnerships. Each project team developed detailed plans to:

- Recruit and select teacher candidates that bring a high quality and a representative mixture of Oregonians into the profession, with a focus on diversifying the teacher workforce.
- Provide a rigorous clinical practice experience that includes a highly effective, trained cooperating teacher.
- Ensure that new teachers are graduating with the skills they need to be hired, and are placed in schools that need the skills they offer.
- Align mentoring and inductions support to ensure that beginning teachers are successful in their own classrooms.

The partnerships submitted their applications for implementation funding in the spring of 2013. Chalkboard chose three proposals to fund for three years of implementation; the remaining two projects are being funded through Oregon's Network of Quality Teaching and Learning:

- Chalkboard-funded projects:
 - *Portland Metro Teaching and Learning Coalition*: Portland Public Schools, North Clackamas, and David Douglas school districts in partnership with Portland State University
 - *Salem-Keizer Collaborative*: Salem-Keizer School District in partnership with Western Oregon University and Corban University
 - *Springfield TeachOregon*: Springfield School District in partnership with University of Oregon, Pacific University, and Lane Community College

- Projects funded through HB 3233:
 - *PAC (Prepare Achieve Collaborate)*: Tillamook, Newberg, Sherwood, and Woodburn school districts in partnership with George Fox University, Pacific University, Chemeketa Community College, and Tillamook Bay Community College
 - *TeachCentralOregon*: Bend-La Pine, Crook County, Jefferson County 509J, and Sisters school districts in partnership with High Desert ESD, OSU Cascades, and Central Oregon Community College

Technical assistance and project evaluation for all five partnerships are being provided by Chalkboard. The partnerships include almost half of Oregon’s teacher preparation programs and together license about 60 percent of the state’s teachers. Year 2, the 2014-15 academic year, was the first full implementation year for the initiative (2013-14 was a planning year for two projects—Springfield TeachOregon and TeachCentralOregon).

Evaluation framework

ECONorthwest has been retained to provide evaluation services for the TeachOregon initiative. The ultimate goal of TeachOregon is to improve student achievement. The evaluation will demonstrate any such impacts, as well as TeachOregon’s effects on the processes by which teachers are recruited, prepared, and inducted into their profession, and the potential of TeachOregon models to increase the cultural diversity and improve the preparation of Oregon’s teacher workforce.

The planned 3-year evaluation is assessing (1) program implementation through a process study and (2) short-term program outcomes through an impact study. The impact study aims to quantify program impacts using the most rigorous methods feasible given the available data. Because projects and local context vary significantly, the evaluation actually comes close to five separate evaluations, although we are developing and reporting on cross-project outcome measures aligned with the TeachOregon logic model to the extent possible (see Appendix A for the logic model). Data availability, retrieval, and collection methods determine the generalizability and rigor of the findings.

During Year 2, ECONorthwest collected administrative, assessment, and survey data from university and school district partners; developed and organized the distribution of survey questions for teacher candidates, cooperating teachers, university supervisors, and beginning teachers; and

moderated focus groups with TeachOregon partners and staff about Year 2 activities.

Research questions and direct outcomes

The TeachOregon impact study seeks to answer the following questions, with a particular focus on interventions with near-term impacts. Each question is followed by the potential direct outcomes tied to that question. These questions and outcomes guided the creation of the data requests made to university and school district partners.

- *Recruitment and Selection:* Have TeachOregon's recruitment and programmatic changes increased candidate diversity and success during the teacher preparation program and beyond (i.e., performance in the classroom once hired)?
 - Rigor of admissions process
 - Characteristics and diversity of participants/applicants/candidates/graduates
 - Financial assistance, advisement/mentoring, and other support programs for candidates
 - Retention of candidates during preparation program
- *Clinical Practice:* Have TeachOregon's programmatic changes increased candidate success during the teacher preparation program and beyond (i.e., performance in the classroom once hired)?
 - Criteria for selecting cooperating teachers and assigning candidates
 - Performance of teacher candidates (including standards-based evaluation results)
 - Satisfaction with clinical practice (cooperating teachers, teacher candidates, university supervisors, and beginning teachers)
- *Hiring and Placement:* Have TeachOregon's changes to hiring and placement practices or processes increased the diversity and success of beginning teachers?
 - Hiring and placement of candidates
 - Characteristics and diversity of beginning teachers
 - Bias-free HR practices, policies, and protocols
 - Performance of beginning teachers (including standards-based evaluation results)

- *Mentoring and Induction:* Have TeachOregon’s changes to mentoring and induction increased the diversity and success of beginning teachers?
 - Criteria for selecting mentor teachers and pairing with beginning teachers
 - Characteristics, training, and evaluation of mentor teachers
 - Performance of beginning teachers (including standards-based evaluation results)
 - Satisfaction with mentoring and induction

Year 2 evaluation overview

Process study

The process study describes the interventions implemented by each partnership and how district staff, college staff, and university students experienced the interventions. The process study provides primarily qualitative data that addresses the extent to which TeachOregon projects successfully implement a program of interventions aligned with the TeachOregon logic model. Through surveys of program participants, the process study helps stakeholders evaluate participant perceptions about the value of the new interventions. Focus groups each spring provide a detailed understanding of each project’s current implementation plan and local program goals. This component of the evaluation also provides context to facilitate replication of successful approaches.

Focus groups and interviews

We conducted a second round of focus groups and interviews with each partnership in May-June 2015, including more in-depth questioning of Central Oregon and Springfield as they complete their first year of implementation, and questions to follow up on what we learned about Year 1 program operations in Portland Metro, Salem-Keizer, and PAC. Specifically, we asked about implementation challenges, how programs have changed in response to the initiative, and the ways in which feedback from participants or others had influenced implementation.

Impact Study

The impact study will quantify program impacts using the most rigorous methods feasible given the available data. The study is focused on the intermediate and ultimate outcomes identified in the logic model (i.e., improved measures of teacher effectiveness and higher student achievement).

Impacts on direct outcomes such as increased diversity in the pool of candidates and higher candidate hiring rates will also be assessed. ECONorthwest will identify ultimate impacts on student achievement largely on the basis of student-level and teacher-student-roster data provided by the Oregon Department of Education (ODE). Where available, well-defined comparison groups will strengthen the case for program impacts.

For many reasons, the full realization of TeachOregon benefits could take years beyond this three-year grant. For example, by the end of Year 3 we will have only two years of student achievement data to link with TeachOregon participants, and this only for three of the projects (Portland Metro, Salem-Keizer, and PAC). For the Springfield and Central Oregon projects, we will have one year of student achievement data. For this reason, program partners have extended the evaluation period and accompanying funding by six months to allow a more comprehensive impact evaluation for all projects.

Survey data

In Year 1, the evaluation team worked with project representatives to develop and administer two surveys: one for teacher candidates and one for cooperating teachers. In Year 2, the team administered revised versions of those surveys, and added two new surveys: one for university supervisors and one for beginning teachers (i.e., mentoring program participants) in TeachOregon partner school districts. Each survey gathers perspectives on the co-teaching model, cooperating teachers, university supervisors, and clinical experiences in general. Chapter 4 (Clinical Practice) describes the results of those surveys.

Chapter 6 (Mentoring & Induction) includes survey data generously provided by the Center on Educator Preparation & Effectiveness (CEPE) at WOU's Research Institute (TRI). In spring 2015, ODE and CEPE surveyed six groups who were part of Oregon Mentoring Program grants. For this report, we requested and received disaggregated results for the surveys of beginning teachers and beginning teacher mentors in the six TeachOregon school districts. The survey questions focused on beginning teachers' feelings of preparation and the impact of the mentor program on their practice.

Administrative and assessment data

The impact study relies on data collected from university and school district partners. This includes administrative data (describing candidate and applicant demographics and characteristics, as well as hiring and retention information) and assessment or evaluation data (describing candidate growth during clinical experience and evaluation results for new and beginning teachers). Partners were asked to submit data for both TeachOregon and non-TeachOregon candidates at the individual level (e.g., teacher-level

characteristics; student-level survey responses). Evaluation reports will only report aggregated, de-identified data, but having access to disaggregated (individual-level) data allows for broader and more informative analysis.

Table 2.1 summarizes the data elements ECONorthwest requested from partners in Year 2; Appendix E provides additional details about the data requests. The specific components contained in partner-provided data and time periods over which data are available are determining how we collect and analyze data in the impact study. Across the datasets, identifying TeachOregon participants is key to the evaluation process.

Table 2.1: Data elements collected from partner universities and schools districts during Year 2 for the TeachOregon evaluation

University-level data (coded with TeachOregon levels/codes)	
2014-15	Data for identifying individuals in TSPC and ODE data: Candidate names, TO participation levels, TSPC account numbers
	Characteristics and admissions data (e.g., race/ethnicity, GPA, prior degrees and experience)
	Candidate growth and development during clinical experience; hiring information
	Survey data from teacher candidates and cooperating teachers
	Estimated number of Year 2 participants (Level 0, 1, 2, 3)*
2013-14	Year 1 candidate characteristic and growth data
	Number of Year 1 participants (Level 0, 1, 2, 3)*
School district-level data (coded with TeachOregon levels/codes)	
2014-15	Applicant characteristics and education/training data (all applicants for licensed positions in the previous hiring cycle)
	Applicant teaching experience / work history
	Applicant hiring/placement/assignment data
	Evaluation and retention data for new hires and beginning teachers
	Survey data from beginning teachers
Data linked using names and TO codes/levels from universities	
	Hiring and retention data from TSPC (statewide)
	Class roster and student achievement data from ODE (statewide)

Defining TeachOregon participation

TeachOregon programs vary by design and ECONorthwest is not evaluating all variations of each intervention. Evaluators originally planned to focus on the length of clinical experience as the common intervention across TeachOregon projects, but it became clear during Year 1 that many partner institutions had moved to the 30-week clinical practice prior to or early in TeachOregon, and there is no common definition of “30 weeks” (see Appendix F). Project staff determined that the new uniting intervention for the evaluation would be the implementation of the co-teaching model designed by St. Cloud State University.¹

Identification of TeachOregon teacher candidates was a key topic in Year 1. A distinct development toward the end of Year 1 was the ability to categorize participants into categories based on the extent of their TeachOregon intervention “dosage.” In Year 2, universities were asked to assign each TeachOregon participant to a participation level based on the candidate’s preparation program experience:

- *Level 0:* The teacher candidate did not receive training in co-teaching
- *Level 1:* The teacher candidate received training in co-teaching but the cooperating teacher did not
- *Level 2:* The teacher candidate and cooperating teacher both received training in co-teaching
- *Level 3:* The teacher candidate and cooperating teacher both received training in co-teaching, and the clinical experience took place in a school with intentionally improved communication between the school and the university

To provide a link between disaggregated, non-identifiable data at the university and school district level, university partners were asked to assign each teacher candidate with a TeachOregon code that identifies that candidate’s university, year of graduation, university code (e.g., program type), TeachOregon participation level (0, 1, 2, 3), and unique number identifying him or her in the university’s teacher preparation program records. Universities and school districts were then asked to work together to ensure that individuals are consistently coded in each data set.

¹ The Academy for Co-Teaching & Collaboration, St. Cloud State University.
<http://www.stcloudstate.edu/soe/coteaching//default.asp>

Data availability and collection

The data collection process in Year 2 was a learning process in which evaluators learned which data are and are not readily available from partners. Partners—both universities and school districts—had the opportunity to review and share components of their data, sometimes for the first time. The evaluation team received most of the requested data elements over the course of the year, but there were a number of delays and technical challenges along the way, and data quality and consistency varied.

One challenge was that partners had not reported—or, in some cases, collected—the requested types of data before, and their data systems were not set up to link together in a straightforward way. For example, school districts collect and store data on job applicants and hired individuals in two or more different systems that don't communicate. This makes it difficult to link an individual's applicant information with his or her hiring information. Grantees also do not always have staff who are familiar with data systems or ways to link data together. To the extent that data issues were related to the grantees' understanding of the data and the request, we anticipate fewer challenges based on the processes being the same over the two years. Issues related to data linking between systems, and the design and access to the data systems, will continue to pose a challenge for districts in Year 3.

IRB approval

In addition to the technical capacity challenges, there were initiative-wide concerns about data confidentiality and participant protection. During Year 2, six of the university partners completed an Institutional Review Board (IRB) approval process that enables them to provide individual-level data to ECONorthwest for the evaluation. Processes varied by site, and there was some confusion over the inclusion of non-TeachOregon candidates. But in general, the IRB approval allowed partners to share individual-level data with the evaluation team.

In Year 3, as many teacher candidates as possible (both TeachOregon participants and non-participants) need to sign consent forms indicating they are aware they are subjects in a program evaluation and are willing to have their performance tracked as they move through their university program and into licensed teaching positions.

Year 2 data analysis

Year 2 analytic work involved comparing characteristics of TeachOregon and non-TeachOregon teacher candidates and beginning teachers. Administrative and survey data has been analyzed using summary statistics, cross-tabulations, and correlational analysis to quantify the relationships between

identified outcomes and candidate characteristics, performance, and satisfaction levels. Results are described in Chapters 4-5 of this report. An overarching challenge in the analysis was the variation in size between the treatment and control groups. Nonetheless, we were able to compare the groups in the administrative and survey data and identify statistically significant differences where they existed.

External data sources (TSPC, ODE)

For data on teacher candidates who are hired to teach in Oregon public schools, we will rely on data from partner universities and school districts, the Teacher Standards and Practices Commission (TSPC), and ODE. TSPC has agreed to provide ECONorthwest with information about licensed graduates of partner programs, if provided with a list of candidate names and TSPC account numbers. The Year 3 evaluation will identify ultimate impacts on student achievement largely on the basis of student-level data provided by ODE, including teacher-student roster data that provides the needed link between teachers and students. ECONorthwest regularly conducts analyses on these data and has a thorough understanding of the strengths, weaknesses, and availability of ODE data.

Anticipated Year 3 impact study

The impact study will account for much of the Year 3 evaluation activity. The evaluation will seek to illustrate how the effectiveness of new Oregon teachers compares to that of other beginning teachers and more experienced teachers. Our analysis sample of TeachOregon candidates placed into a tested grade and subject will likely be relatively small, which will affect our model specification, as will the availability of teacher-student roster data from ODE. Contingent upon individual-level data from project partners and the needed data from ODE, the evaluation team will:

- Compare student achievement metrics for students of new Oregon teachers with students of other beginning teachers and more-experienced teachers.
- Implement a value-added model (VAM) to estimate the impact of TeachOregon programming on teaching effectiveness.² The model will use teacher-student roster data, student-level characteristics and achievement data, and teacher characteristic data. The results of this

² For an example of research on teacher effectiveness using VAM, see Goldhaber, Liddle, and Theobald (2012). *The Gateway to the Profession: Assessing teacher preparation programs based on student achievement*, Center for Education Data & Research, University of Washington-Bothell.

analysis will only be reported at an aggregated data, with published figures representing no fewer than ten individuals.

- Examine the correlations between background characteristics, TeachOregon status, performance during the teacher preparation program, and performance as a beginning teacher (e.g., How do teacher performance and student achievement outcomes differ for TeachOregon and non-TeachOregon candidates?).

We anticipate conducting the concluding quantitative analysis in fall 2016 following the final academic year of TeachOregon because of the lag in receiving necessary data from ODE. Funding for the initiative and its evaluation have been extended for six months, which will allow for the additional round of student achievement data analysis.

Recruitment and Selection

TeachOregon project teams have a primary objective to recruit and select more culturally diverse teacher candidates. They are also working to increase the number of teacher candidates entering teacher preparation programs. Most of the projects have set out to recruit mid-career professionals into their programs, with a focus on qualified candidates that will also increase the diversity of Oregon's teacher work force. TeachOregon projects also include the development of middle school and/or high school programs to prepare students for entry into a university teacher preparation program.

The first section in this chapter describes focus group respondents' responses to questions about "what's different" between Year 1 and Year 2 of TeachOregon. The second section summarizes partner universities' administrative data for teacher preparation program enrollees.

Focus group findings

Focus groups were held in June 2015; the list of focus group questions is included in Appendix C. As the intent of the questions was to learn what had occurred or changed between Year 1 and Year 2, the information presented here is not a complete summary of TeachOregon activities for every partnership. Rather, it is a description of highlighted areas of progress and change during Year 2, as of June 2015.

- *Scholarships or financial supports for teacher candidates.* Each TeachOregon project is providing financial assistance of some kind to teacher candidates. Most are using TeachOregon funding to provide at least some of this support. The Springfield project team is implementing a Pay Forward, Pay Back model in which tuition is covered during a candidate's training, then paid back incrementally after the individual has been hired into a teaching position. The project's Teacher Pathway Program (Pay Forward, Pay Back) can support up to four teacher candidates per year; there are eight current participants from Pacific-Eugene and the program has received 11 applications for next year. The program featured a successful behavior-based, three-round interview process with university and school district representatives. Springfield sent recruitment brochures to all Springfield and Eugene staff and worked with the University of Oregon to find ways for students not eligible for program to be supported. The goals for next year include identifying other non-monetary ways to support candidates, formalizing the contract for the payment structure, and making the funding sustainable.

The WOU Bilingual Scholars Program is launching with its first students in fall 2015. Participants have full scholarships (non-TO funding), with the expectation that they will work for SKSD after graduation. Potential candidates included 39 Salem-Keizer Teacher Cadet class members; 22 were selected to enter the program. They have paid 6-week internships in summer school programs, including mentoring incoming high school freshman.

The Portland Metro project hired an individual during Year 2 to run the Teacher Pathways Program (previously the Bridge Program) at PSU. She has connected with programs at each of the partner school districts to keep in touch with diverse potential candidates at the high school level; she has been involved with community outreach, test preparation support, and other events to recruit candidates. Roughly 50 minority students are in the program. Moving forward, funding for the Pathways Program will be jointly provided by the partner school districts.

In Central Oregon, culturally diverse students are receiving scholarships, but focus group participants reported that the needs extend beyond what scholarships can provide. Some students from outside the region haven't been able to come to OSU for lack of housing, and many students need "a living wage" during school and especially during their clinical placements. The fees for licensure exams are also a barrier for some. The project team is exploring non-scholarship sources of support; they do not have the funding for a "Pay Forward, Pay Back" model.

One project team reported the challenge of finding scholarships for undocumented students who don't qualify for federal funding.

- *Changes to admissions requirements and processes for teacher preparation programs.* Most of the TeachOregon partner universities have been revising their admission standards to meet the recommendations of the Council for the Accreditation of Educator Preparation.¹ In addition to that work, the Salem-Keizer project for the first time held joint interviews of potential candidates (SKSD teachers joined WOU for interviews). Next year, the goal is to conduct the interviews at the high school. In Springfield, the recruitment and selection team was trained in behavior-based selection practices and constructed a four-step selection process that limits various forms of bias and ensures the selection of high-quality candidates. The team used this process to select candidates who will

¹ Council for the Accreditation of Educator Preparation, CAEP Standards.
<http://www.caepnet.org/standards/introduction>

receive financial support from TeachOregon. All project teams received training in behavior-based interviewing.

- *Support for mid-career changers or enrolled undergraduate students who are potential candidates.* Each TeachOregon teacher preparation program is working to reach, recruit, and support specific populations, including mid-career professionals and students already enrolled at partner universities.

Portland Metro's Pathways Program is focused on mid-career professionals, undergraduates at PSU, and community college students. PAC is integrating bilingual IAs in each of its partner districts. In Central Oregon, COCC and OSU-Cascades are discussing the pathway to the MAT program and potential solutions to the points where students move off the path. They hope to look more deeply at the issue in the coming year, and to continue working to connect students to helpful resources. Barriers to university success that some students face include being without a computer or Internet, transportation from rural areas, needing to work to support family, and challenges related to homelessness and migrant status. Community partners may be able to help with some of these; the real need is for financial support during their clinical placements.

- *Pipeline from high school to university.* Most of the TeachOregon projects have been working to create opportunities for students interested in the teaching profession prior to entrance into an undergraduate program. These "pipeline" programs include the use of research-based curriculum for middle school and high school students, with a primary focus on recruiting diverse students into teacher preparation programs, a "grow our own" approach.

"This year we went from not knowing what was required and what needs to happen [for recruiting], to being very connected."

-University representative

In Central Oregon, the 2014 Summer Internship Program provided a 1-credit internship through the community college to high school students working in elementary schools. Four interns participated in the online course; about 20 were expected. Reported barriers to participation included transportation issues, the needed paperwork, students needing to work and support their families, and the application timeline. One focus group participant reflected that more face-to-face time would have provided better support to the students. For the 2015 program, the partnership secured funding from Chalkboard for stipends for the anticipated 12 interns and expanded the program to two additional districts. The barrier this year was that undocumented students were not comfortable applying to the program due to the paperwork involved with the hiring process. This can be a problem at many points along the teacher preparation pipeline and pathway.

"The non-completion rate for students who don't test into college-level coursework is really high, and 60 to 70 percent end up having take some level of remedial coursework."

-Community college representative

PAC used TO funding to hire a recruitment coordinator to recruit culturally diverse candidates into the teacher preparation programs at George Fox and Pacific-Woodburn. This person has helped the project team define next steps; there are 18 people planning to apply to the program next year. Also at the PAC project, Chemeketa CC has restarted its education program, with a bilingual focus, sponsored by Pacific-Woodburn and TeachOregon. It is a free, transferable multicultural education class meant to capitalize on the large population of diverse community college students at CCC and provide them with financial support. A new faculty position starting in 2015-16 will provide personalized support to students with Summer Bridge support, and will act as the connection between Woodburn High School and the Pacific-Woodburn program. One challenge is that many interested students need to take remedial classes to prepare to enter the pathway at the university.

The coach for one project team expressed general concern about the lack of a cohesive pipeline from high school to a job as a teacher, especially for diverse students in that area. This might need to be an area of focus after the grant.

"[Our cadet program] was not just a class, it was the whole bridge in how to apply and become a college student, giving them the confidence and the nudging to do this."

-School district representative

- *Middle and high school programs (e.g., ProTeam program in middle schools; Teacher Cadet program in high schools).* All TeachOregon projects have developed or made efforts toward establishing a middle school or high school program to prepare students for entry into a university teacher preparation program. The ProTeam model² for middle schools was implemented in Salem-Keizer starting in Year 1 and was planned for implementation at Central Oregon, PAC (Year 2), and Springfield (Year 3). The Teacher Cadet (high school program) model³ was implemented in two high schools in Salem-Keizer; the four available classes were all full. In PAC, the Cadet / dual credit program grew at all four school districts, with support from George Fox as they have visited the classes and provided resources for activities. The Aspiring Teacher Program was implemented in Springfield, with two Teacher Cadet classes that were full in the spring (25 students total). A separate grant supported one of the classes. ProTeam is launching at two middle schools in fall 2015.

² ProTeam South Carolina. http://cerpa.org/ProTeam/program_overview.aspx

³ Teacher Cadets South Carolina. <http://teachercadets.com/>

“There is more purposeful recruitment of high school students because we know there is a system to get them set up. Before, it used to be “You should be a teacher.” And now we can say that, and then direct them to the resources and speak to what a potential candidate could experience.”

-School district representative

In Central Oregon, 22 students from three high schools (Bend, Sisters, and Madras) completed ED210, a hybrid (partly online) Teacher Cadet / Aspiring Teacher course that provides 3 college credits with COCC in addition to high school elective credit. Most of these students will attend COCC in fall 2015, and all of the participants were diverse. The course gives students the “confidence, information, and support to go to college,” in addition to being for aspiring teachers. The COCC mentors, also prospective teachers from diverse backgrounds, received scholarships as compensation. Central Oregon’s ProTeam program discontinued after one semester in Year 2 due to teacher reassignment.

In future years, the Portland Metro partnership will work together to share ownership of the pipeline and recruitment through the Cadet programs and dual credit coursework they provide.

- *Program marketing, recruitment, and informational materials.* TeachOregon projects have continued to develop the marketing, website, and outreach materials initiated during Year 1. An example of a new marketing piece is a brochure in Springfield on the benefits of completing one’s clinical experience in that district. Separate from TeachOregon, the University of Oregon special education program is trying a number of new recruitment strategies focused on diverse candidates.

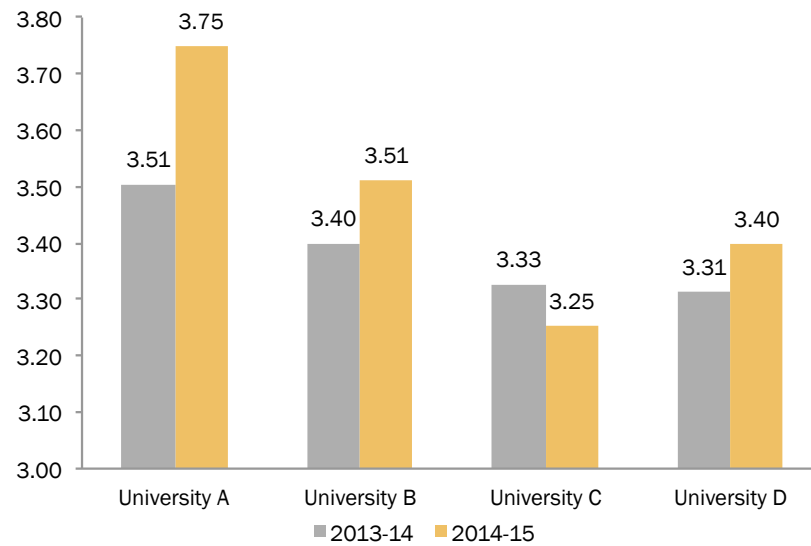
Summary of university administrative data

Teacher candidate characteristics

Academic preparedness and diversity

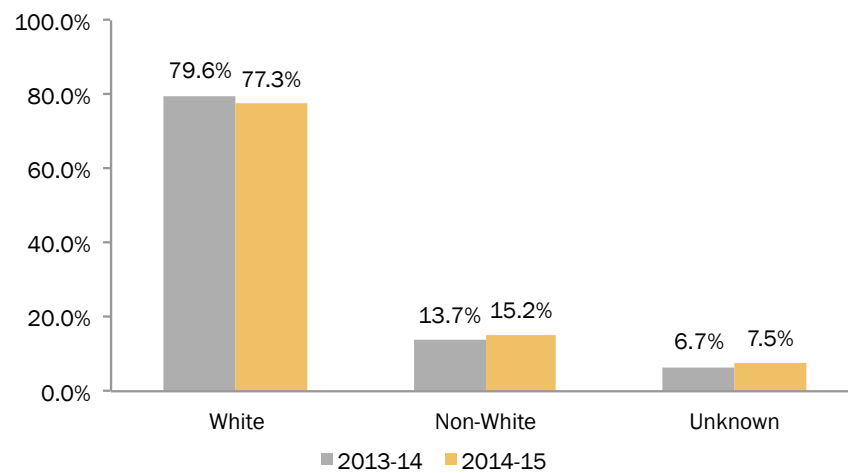
Between 2013-14 and 2014-15, it appears that teacher candidates at TeachOregon universities changed in two central ways that are relevant to TeachOregon’s targets and goals. Based on administrative data from the universities, candidates’ incoming GPAs increased at three of the four universities that provided both years of data (see Figure 3.1). And the share of reported non-white candidates in TeachOregon teacher preparation programs increased from 13.7 percent to 15.2 percent (see Figure 3.2). The data provide suggestive evidence regarding the success of efforts to improve the academic preparedness and diversity of incoming teacher candidates overall. In the available data, the increase in diversity was seen in both TeachOregon and non-TeachOregon candidates (10 additional diverse TeachOregon candidates versus 6 non-TeachOregon).

Figure 3.1. Incoming GPAs for teacher candidates at four TeachOregon universities, 2013-14 versus 2014-15 (undergraduate GPAs for MAT enrollees; cumulative GPAs prior to clinical placement for undergraduate enrollees)



Source: ECONorthwest analysis of 2013-14 and 2014-15 administrative data from university partners

Figure 3.2. Racial/ethnic diversity of teacher preparation programs at partner universities for Years 1 and 2



Source: ECONorthwest analysis of 2013-14 and 2014-15 administrative data from university partners

Clinical Practice

For the clinical practice area of the TeachOregon initiative, all projects have implemented or expanded upon the co-teaching model of student teaching. This model is based on an approach developed by St. Cloud State University and is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction and physical space.”¹ Each university partner has their own level and parameters for implementation of the St. Cloud model, with the involvement of the candidate, time spent teaching with a cooperating teacher, and application across university programs varying. University faculty supervisors and some of the school districts teams were trained by St. Cloud trainers.

This chapter includes findings from the Year 2 focus groups, survey results for the four TeachOregon surveys, and a summary of the teacher candidate characteristics data from the university partners.

Focus group findings

Focus groups were held in June 2015; the list of discussion questions is included in Appendix C. As the intent of the questions was to learn what had occurred or changed between Year 1 and Year 2, the information presented here is not a complete summary of TeachOregon activities for every project partnership. Rather, it is a description of highlighted areas of progress and change during Year 2, as of June 2015.

- ***Co-teaching training for teacher candidates.*** Nearly all teacher candidates in TeachOregon teacher preparation programs are receiving training—in the form of coursework, workshops, or seminars—on how to implement co-teaching methods in the classroom. One theme that emerged from the focus groups is that partners could use more information about the different training events and components (e.g., school districts aren’t always aware of what the teacher candidates’ training involves or when it is happening).

Year 2 was the implementation year for Springfield and Central Oregon. Springfield trained Pacific-Eugene candidates through a workshop, and University of Oregon candidates received training in co-teaching strategies as part of their field placement class. The University is seeking

“We’ve seen the value that the co-teaching model brings to the community of learners, including parents, and to our teacher candidates, and to our cooperating teachers.”

-University representative

¹ St. Cloud State University. <http://www.stcloudstate.edu/soe/coteaching/>

funding to increase its clinical practice training and supports, to offer the co-teaching training, and to staff collaborations with its clinical partners. Pacific-Eugene indicated an interest in making next year's training more purposeful, with the candidates and cooperating teachers being trained together.

PAC training for candidates occurred in August for all four partner districts (teacher candidates and cooperating teachers combined). There were two trainings in Tillamook and one training in Newberg. This was George Fox's fourth year of doing co-teaching.

- ***Co-teaching training for cooperating teachers and others.*** TeachOregon project teams began or continued training their cooperating teachers during Year 2. One major theme that emerged around co-teaching was a concern about the lack of fidelity around the implementation of co-teaching. At least one partnership was hoping to base some compensation around co-teaching implementation, but struggled with no established standard of implementation. Salem-Keizer is developing a non-evaluative system for the supervisor to assess the fidelity of implementation to pilot during Year 3. If a system is put in place, it might be possible to link teacher candidate and student achievement data with co-teaching implementation data.

"Our strongest teachers are saying 'I want to be a cooperating teacher, I really am excited about this model, and I really believe in it.'"

-School district representative

In Central Oregon, all university supervisors received training, and 68 cooperating teachers were trained in Bend-LaPine. Next year they are considering a two-tiered training system, with different training for those already trained in co-teaching.

Salem-Keizer continued its sponsorship of the Clinical Teacher Academy for training new clinical teachers and university staff; a total of 97 clinical teachers have been trained.² For next year they are hoping to conduct different trainings for new and experienced clinical teachers. The project team has created online training modules as a supplement or in case someone misses a training, and the clinical teachers seem to be interested and fully engaged with the model. The team also reports that success with co-teaching increases as clinical teachers gain more experience with the model; in Year 3 the project will start a new group of trained clinical teachers at a new set of schools (not official clinical sites). There might be opportunities for ECONorthwest to compare data for these different groups.

"Co-teaching is often not very carefully planned and implemented in the classroom."

-Focus group participant

² Cooperating teachers in Salem-Keizer who are trained in co-teaching and who teach at a clinical-site school are called clinical teachers.

Springfield uses trained trainers to develop cooperating teacher capacity; all placements in Springfield use co-teaching. Challenges to address next year include developing a sustainable way to fund co-teaching training, developing deeper (niche) trainings, and providing planning time for partnerships by arranging for substitute coverage. Attracting secondary teachers to the model is also an ongoing challenge.

In Portland Metro, PSU changed the format of the co-teaching training in response to feedback from teachers. The one workshop per term in Year 1 changed to one 2.5-hour training for everyone in the fall of Year 2 and several hours of on-site support through the site coordinator and university supervisor. Advanced workshops were held in the winter for cooperating teachers who had been trained in Year 1, and there were coaching workshops in the spring and summer.

- ***Professional development for cooperating teachers.*** All TeachOregon projects provide ongoing professional development throughout the school year in addition to co-teaching training for cooperating teachers.

In response to having experienced clinical teachers at their seven clinical sites, Salem-Keizer has created a clinical teacher advisory group (CTAG) that met twice monthly and is creating “a blueprint guide that provides practical advice on how to implement the co-teaching strategies.” In Year 3 they will host site-based network meetings and provide more advanced professional development trainings in co-teaching. Another reported success in Salem-Keizer is that cooperating teachers are now comfortable co-teaching in front of the university supervisor.

- ***Stipends/incentives for cooperating teachers trained in co-teaching and/or matched with candidates.*** Central Oregon is providing small stipends for cooperating teachers attending the full-day co-teaching training as well as each of the four 2-hour seminars attended during the fall/winter. However, these compensation levels do not seem sufficient to overcome challenges of “initiative fatigue” among teachers and principals in these districts, especially at the secondary level. Each district has a different policy for selecting cooperating teachers, and principals can decline, even if a teacher is interested.

Portland Metro has not added increased incentives for cooperating teachers; they expressed that the compensation question is an ongoing challenge for their project: “until we can compensate people, we can’t expect them to attend trainings.”

“Clinical teachers get monthly follow up, there is something really valuable in that, especially because it’s done alongside the teacher candidate.”

-TeachOregon coach

“An area of improvement for next year is that they don’t really have a sense of the integrity of implementation [of co-teaching]. This is something they’re going to have to dig into. What sort of mechanism are we going to use to ensure that the strategies are being implemented to the degree or to the style that was intended?”

-TeachOregon coach

"A teacher said to his building principal that having a clinical teacher candidate has been 'life changing,' not only in how he's changed his approach to teaching the candidate, but also it's made his practice better because of the other person who is there – the system forces you to have to communicate."

-School district representative

"In this clinical, collaborative model, more time is designated for supervisors, they don't just come and observe and leave - they spend time in the classroom developing relationships."

-University representative

- ***Selection criteria for cooperating teacher / site coordinator / master teacher.*** Each TeachOregon project uses a combination of cooperating teachers, university supervisors, site coordinators, and/or master teachers to train and otherwise support teacher candidates. For most partners, each of these roles is accompanied by selection criteria. PAC team members described how co-teaching has allowed teachers to step into leadership roles within their profession. Central Oregon representatives talked about their initial interest in developing a master teacher pathway for cooperating teachers; they decided to table this work, at least temporarily, because TSPC licensure redesign starting moving forward. They expressed hope that the pending statewide changes for cooperating teacher training will lead to more structure and compensation.
- ***Establishment of partner schools / professional practice or professional development schools.*** The TeachOregon grant has prompted many project teams to develop or enhance existing school-based professional development or practice schools (PDS/PPS). In Springfield, Two Rivers—Dos Rios Elementary opened as a PDS partner with Pacific University in fall 2014. PDS components include a "passport system" for candidates that would require them to get to know more of the support staff within their school, as well as learning walks, an observation classroom, and highly engaged faculty at both institutions. One student teacher and one practicum student were placed at the PDS in fall 2014, followed by several others in the spring.

An improvement at Salem-Keizer clinical sites has been that university supervisors act as a classroom substitute in schools without a roving substitute so that cooperating teachers and teacher candidates can plan together. In this model, supervisors spend more time at their sites, have more exposure to the classrooms, and develop deeper relationships. Corban has adjusted their faculty load to give supervisors more classroom time.

The identifying feature of Portland Metro's TeachOregon partner schools continues to be the presence of site coordinators in addition to university supervisors. For some schools (especially at the elementary level), site coordinators are the university supervisor. One district representative reported that there is potential for increased clustering and communication via the site coordinator, but that the distinct benefits from the position are not yet clear.

PAC's Tillamook homestay program for candidates got off the ground in Year 2, with three teacher candidates placed in the district and living with families. Three new placements are planned for fall 2015.

"Both the teacher candidates and cooperating teachers have said [clustering] was an amazing experience because of the sense of cohort and community building they were able to do."

-School district representative

- ***Purposeful placement of teacher candidates with cooperating teachers and/or partner schools or districts.*** All TeachOregon teacher preparation programs are focused on matching teacher candidates with cooperating teachers and schools that will allow for the most growth during their time in the classroom.

Purposeful placement was cited as one of the Springfield project's greatest successes, as their new database system for placements was rolled out in May 2015. They are interested in expanding the placement model next year to Bethel and Eugene districts; Bethel is interested and sent some teachers to co-teaching training. Clustering in non-PDS schools has proven challenging for the district, given the requirements for special education candidates to work with certain students, and ESOL placements for all University of Oregon candidates. Team members see potential "pockets of interest" at some elementary schools.

Matching methods follow a variety of approaches, including traditional or matched (one cooperating teacher to one candidate), clustered (candidates are grouped in schools by grade level or department), and clinical/PDS/PPS placement (in a school designated for professional development and learning). In Year 2, Central Oregon placed candidates in groups of 4-6 in three different elementary schools and "found clustering to be great" and felt that it created a sense of community for the group of candidates. They hope to promote clustering at the secondary level next year, with the challenge being that candidates need both a middle and a high school placement (twice as many placements). In response to the challenge of finding enough cooperating teachers, they plan to try out a dyad placement in Year 3.

A WOU representative reported that all campus-based WOU students are now in clinical placements, across 50 districts; two thirds of their placements are in Salem-Keizer and Central school districts. About one third of Corban's placements are clinical at this point.

PSU reported that year-to-year retention of trained cooperating teachers has been poor, in part due to the annual turnover of principals in partner schools that they have experienced. Another reported factor is that teachers are nervous about standardized testing changes and are hesitant to have teacher candidates in their classrooms.

- ***Regular assessment of teacher candidate performance through both formative and summative analysis.*** The regular assessment of both candidates' growth and the success of the cooperating teacher partnership is important for assessing TeachOregon's effects. Many projects teams are considering new or revised assessment tools.

"When I look at clinical practice, I see how much this project has impacted clinical practice in the classroom, at the university level it has made such a tremendous impact on our curriculum and how we train pre-service teachers, I am excited to hone in for year three on how we fine tune and make this work sustainable."

-University representative

In Year 2, Salem-Keizer changed the terminology of the teacher candidate evaluations from "Doesn't meet, developing, proficient, and advanced" (LEGENDS) to "Doesn't meet, developing toward profession ready, and profession ready." This change makes the evaluations more comfortable and logical for cooperating teachers and supervisors to complete, as it more accurately reflects a candidate's skill level.

- ***Alignment of teacher preparation coursework and clinical practice experience.*** TeachOregon projects are aligning coursework and clinical practice experiences to address gaps that may exist between learned teaching methods and application in the classroom. In Central Oregon, OSU-Cascades began using their re-aligned curriculum in summer 2015; they received some feedback from K12 partners but would have liked even more. In Salem-Keizer, cooperating teachers from the school district are often teaching candidates in their university classes, especially about topics such as classroom management.

In PAC, the university reported that they are addressing a misalignment of classroom work and clinical experience, particularly at the secondary level, that the co-teaching model has illuminated.

Summary of concerns from focus groups

The following challenges regarding clinical practice and co-teaching were raised in the focus groups by representatives from one or more projects:

- For some projects, there are more trained cooperating teachers than teacher candidates needing placements. In other places, there is a shortage of cooperating teachers at the secondary level.
- Partners don't have a clear sense of how they should be measuring fidelity of co-teaching implementation or what the standards for implementation are.
- ESOL placements are difficult and can cause disruption if candidates have to move between schools to fulfill the requirements.
- There could be improved understanding and communication between partners about what co-teaching trainings include and when during the school year they happen.
- Some teacher candidates get discouraged by being in the most diverse, high-needs classrooms for their clinical practice, and need support to understand different types of classroom settings where they could end up being hired.

"We don't have enough teacher candidates to place with the cooperating teachers who are trained and ready. There just aren't enough people going into teaching."

-School district representative

- There could be improved lines of communication when placement issues arise (e.g., when a candidate needs to be transferred) and increased support for struggling candidates.
- Academic calendars that don't align across universities and school districts are a challenge (quarters and semesters).
- Weekly schedules between universities and school districts are not always in alignment; cooperating teachers would like candidates to be in the classroom at different and/or longer times than they currently are.

Summary of administrative data from universities

TeachOregon participation

University partners were asked to provide administrative data for teacher candidates with clinical placements in 2013-14 and 2014-15. Requested data elements included demographic characteristics and admissions data (e.g., race/ethnicity, incoming GPA, prior degrees and experience). This section summarizes these administrative data and additional information received from some partners about their enrollment numbers. For example, George Fox is listed here as having 69 total candidates in 2014-15, but we received administrative data only for the 26 TeachOregon candidates. And we did not receive administrative data for MAT enrollees at WOU. Thus the size of the TeachOregon versus non-TeachOregon groups in later chapters will vary from the numbers in the tables and charts below. One university partner, Pacific-Woodburn, did not have any TeachOregon participants at the university level in 2014-15; their Year 2 work centered on recruitment efforts, as described in the recruitment section of this report.

The numbers of clinical placements at each TeachOregon university in 2013-14 and 2014-15 illustrates the variation in project size across sites (Table 4.1). As defined by the co-teaching training/implementation levels described earlier, total TeachOregon participants numbered 313 in 2013-14 and 337 in 2014-15. The number of Level 2 and 3 participants—trained teacher candidates paired with trained cooperating teachers—increased by 42 percent (from 139 to 198) between Years 1 and 2. There were far fewer non-TeachOregon participants in both years (86 and 114, respectively), although some universities would likely label some participants identified here as Level 1 as non-TeachOregon. For example, many of WOU's Level 1 participants would be considered non-TeachOregon by the project team because they are not placed in clinical schools in Salem-Keizer. For consistency with the statewide categorization here, they are identified as Level 1 TeachOregon participants.

Table 4.1. Clinical placement summary for TeachOregon universities, Years 1 and 2

Year 1							
Site	University	Level 1	Level 2	Level 3	TeachOregon Placements	Non-TeachOregon Placements	Total Candidates with Clinical Placements
TeachCentralOregon	Oregon State University - Cascades Campus	NA	NA	NA	NA	NA	NA
PAC	George Fox University - Newberg Campus	0	0	17	17	78	78
PAC	Pacific University - Woodburn	0	6	0	6	0	6
Portland Metro TLC	Portland State University	55	79	16	150	0	150
Salem-Keizer	Western Oregon University	119	0	13	132	0	132
Salem-Keizer	Corban University	0	0	8	8	8	16
Springfield	Pacific University - Eugene Campus	NA	NA	NA	NA	NA	NA
Springfield	University of Oregon	NA	NA	NA	NA	NA	NA
Total		174	85	54	313	86	382

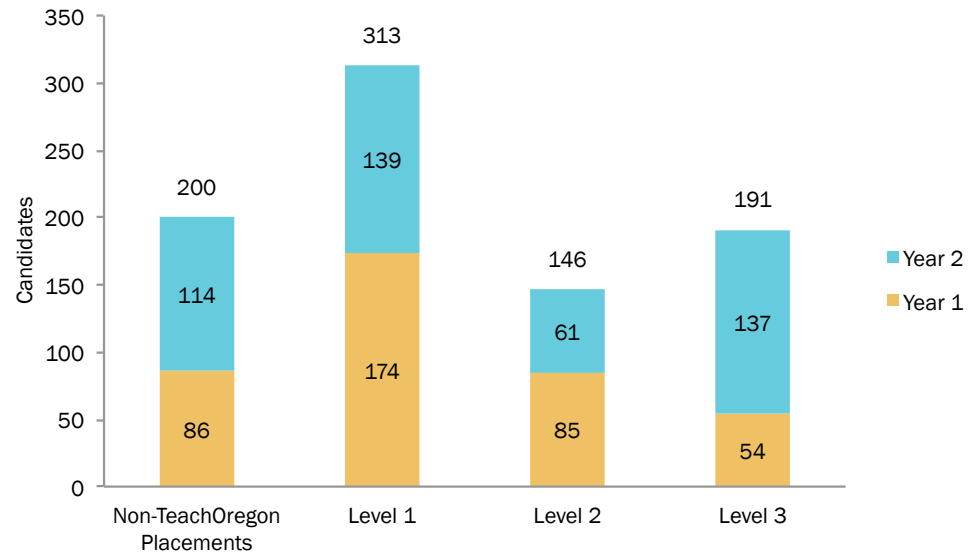
Year 2							
Site	University	Level 1	Level 2	Level 3	TeachOregon Placements	Non-TeachOregon Placements	Total Candidates with Clinical Placements
TeachCentralOregon	Oregon State University - Cascades Campus	6	11	23	40	0	40
PAC	George Fox University - Newberg Campus	6	0	20	26	43	69
PAC	Pacific University - Woodburn	0	0	0	0	0	0
Portland Metro TLC	Portland State University	51	50	58	159	41	200
Salem-Keizer	Western Oregon University	76	0	23	99	0	99
Salem-Keizer	Corban University	0	0	12	12	13	25
Springfield	Pacific University - Eugene Campus	0	0	1	1	17	18
Springfield	University of Oregon	Unavailable			Unavailable		Unavailable
Total		139	61	137	337	114	451

Source: ECONorthwest analysis of 2013-14 and 2014-15 administrative data from university partners.

Over the two years of program implementation, the largest TeachOregon category is the group of Level 1 participants (313 total; see Figure 4.1). This is because a number of programs have incorporated co-teaching training into their curriculum, in classroom settings where all teacher candidates are exposed to the training. Likewise, all PSU candidates represented in these tables and charts are required to attend the co-teaching training workshop. Level 1 participants are all those who go on to be placed with cooperating teachers who are not trained in the co-teaching model. Between 2013-14 and 2014-15, more cooperating teachers

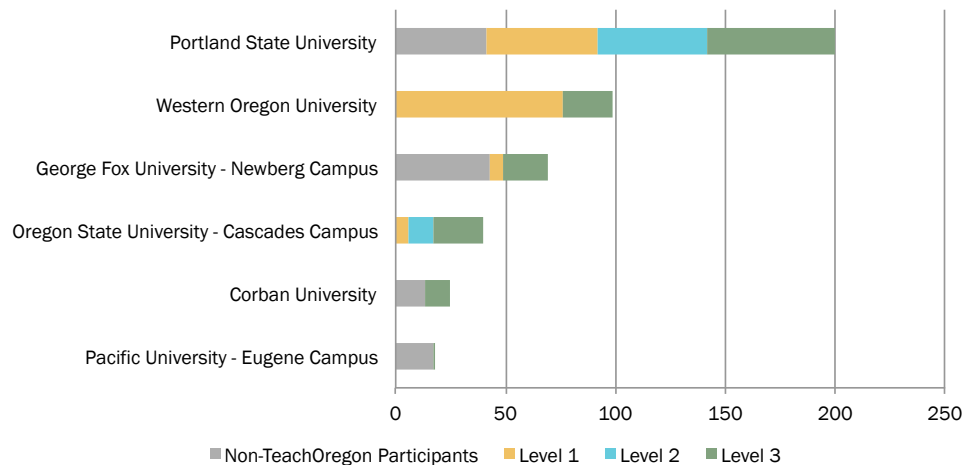
were trained and the placement process became more intentional, which increased the number of Level 3 participants relative to Level 2s. Figure 4.2 shows the number of candidates by level at each university in Year 2.

Figure 4.1. Cumulative program participants for Years 1 and 2, by TeachOregon participation level



Source: ECONorthwest analysis of 2013-14 and 2014-15 administrative data from university partners

Figure 4.2. Year 2 clinical placements, by TeachOregon participation level and teacher preparation program



Source: ECONorthwest analysis of 2014-15 administrative data from university partners

Teacher candidate assessment data

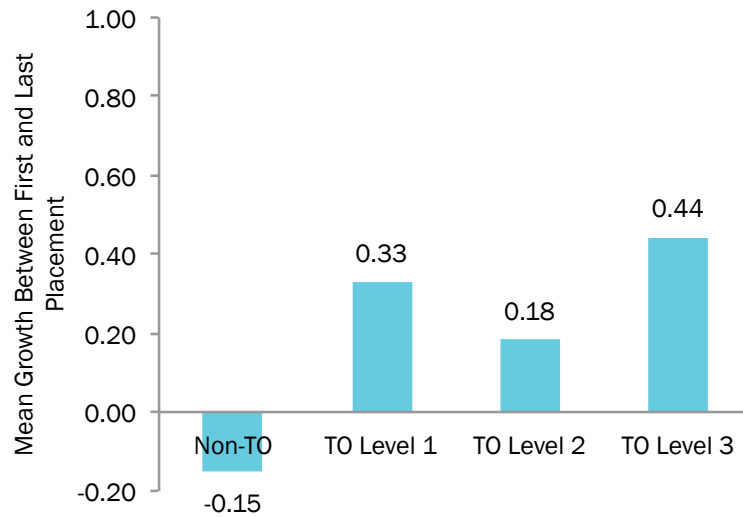
In addition to the candidate demographic data, ECONorthwest collected individual-level candidate assessment data from grantees. Receiving the formative evaluation scores from the end of each placement as well as the summative evaluation scores allows for comparisons over time (from earlier to later in the clinical experience) as well as across groups of candidates by TeachOregon level.

ECONorthwest received partial data for both 2013-14 and 2014-15. For 2013-14 we did not receive assessment data for George Fox candidates. For 2014-15 we did not receive assessment data for PSU candidates because of an error in the school's reporting system. For WOU we did not receive assessment data for MAT candidates. We expect to receive more-complete data sets for candidate assessment data in 2016.

The varying standards and scoring scales espoused by different assessments and programs present a challenge to this data analysis. But each program maps to InTASC standards to some degree, which allowed the evaluators to reorganize the data and look at raw scores across institutions (see Appendix E). Calculating the average growth of teacher candidates at each TeachOregon participation level³ illustrates that, on average, TeachOregon candidates in both 2013-14 and 2014-15 improved more over the course of their clinical practice than did non-TeachOregon candidates (see Figures 4.3-4.4).

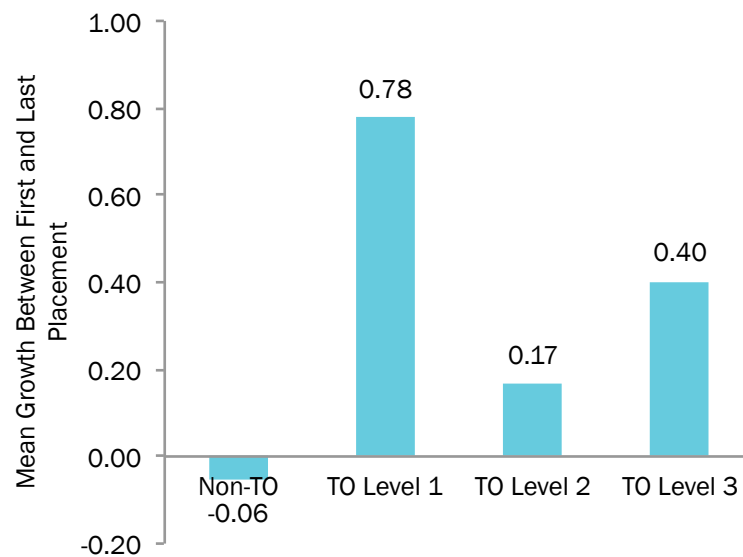
³ TeachOregon participation levels: 0: Teacher candidate did not receive training in co-teaching; 1: Teacher candidate received training in co-teaching but cooperating teacher did not; 2: Teacher candidate and cooperating teacher both received training in co-teaching; 3: Teacher candidate and cooperating teacher both received training in co-teaching, and clinical experience took place in a school with intentionally improved communication between school and university.

Figure 4.3. Average growth in clinical placement evaluation scores between first and last clinical placement, by TeachOregon participation, 2013-14



Source: ECONorthwest analysis of university clinical placement / student teaching experience evaluation data for five TeachOregon universities

Figure 4.4. Average growth in clinical placement evaluation scores between candidates' first and last clinical placement, by TeachOregon participation, 2014-15



Source: ECONorthwest analysis of university clinical placement / student teaching experience evaluation data for five TeachOregon universities

Table 4.2 summarizes final or summative clinical placement evaluation scores across projects; on average, TeachOregon evaluation scores are higher than non-TeachOregon scores for one group of participants (Level 2). However, due to the use of different assessment instruments and rating scales, different distributions

of candidates across universities and TeachOregon levels, and the issue of inter-rater reliability, these summary scores do not lend themselves to comparison and are presented for data summary purposes only.

Table 4.2. Average final or summative clinical placement evaluation scores, by TeachOregon participation, 2014-15

	Non- TeachOregon	TO Level 1	TO Level 2	TO Level 3
Universities A-E	3.50	3.01	3.54	3.15

Source: ECONorthwest analysis of university clinical placement / student teaching experience evaluation data for five TeachOregon universities. Note: Universities on a 5-point scale have been scaled to a 4-point scale.

Four surveys on clinical practice

In Year 1, the evaluation team worked with project representatives to develop and administer two surveys: one for teacher candidates and one for cooperating teachers. In Year 2, the team administered revised versions of those surveys again, and added two new surveys: one for university supervisors and one for beginning teachers (i.e., mentoring program participants) in TeachOregon partner school districts.

Surveys of teacher candidates/student teachers and clinical/cooperating teachers

After analyzing the responses from the 2014 candidate and cooperating teacher surveys (170 responses from candidates and 319 from cooperating teachers), we identified improvements and refinements for the Year 2 survey instruments. For example, on a question about the frequency of use of co-teaching strategies, we noted that candidates interpreted “daily” to mean different things, depending on how frequently they were in their placement schools at different points in the academic year. We also revised the question about the effectiveness of co-teaching to ask about the model in general instead of the relation to each individual strategy.

Other aspects of the Year 2 surveys were consistent with the Year 1 surveys. For example, in Year 2 we retained questions about interactions with cooperating teachers and university supervisors, as well as satisfaction with the co-teaching model.

Once revisions were in place, we worked with each project on administration of the Year 2 surveys. To minimize the burden on project staff and to limit the number of surveys participants are asked to complete, we attempted to augment surveys already being administered with questions related to TeachOregon. Partners were asked to administer the surveys to as many TeachOregon and non-

TeachOregon teacher candidates as possible. We coordinated efforts with each partner to determine the best method and timing for administering the survey. A brief summary of the survey conditions at each university/partner are provided below, followed by the analysis of the results.

- *OSU-Cascades*: The evaluation team worked with program staff at OSU-Cascades to develop new survey tools for teacher candidates and cooperating teachers. The teacher candidate survey was administered as part of the practicum/internship class.
- *Portland State University*: The evaluation team worked with PSU to add and align questions relevant to TeachOregon. Because the exit survey is anonymous, PSU staff linked the responses with demographic data before sending the responses to us.
- *George Fox University*: The TeachOregon candidate survey was administered for the first time to TeachOregon participants; non-participants did not receive the survey due to limitations of IRB approval. The cooperating teacher survey was administered via the school districts.
- *Salem-Keizer School District*: We worked with program staff to make the requested changes to the exit survey. The district administered the clinical/cooperating teacher survey and the universities administered the teacher candidate survey. The non-TeachOregon response rate from this project was not as high as expected.
- *Pacific University—Eugene*: The program added TeachOregon questions to its exit survey and administered in December 2014.

Other surveys: university supervisor survey and beginning teacher survey

Discussion with project partners about ways to gather more information about TeachOregon implementation and satisfaction led to the development of the two new surveys: one for university supervisors and one for beginning teachers in partner districts. Teacher candidates' university supervisors play an important role in all student teaching and clinical practice experiences. TeachOregon partners and the evaluation team agreed supervisors' perspectives on the co-teaching model and other aspects of clinical practice would be valuable. And the purpose of surveying beginning teachers was to capture responses from TeachOregon participants who graduated in 2014 and were hired as licensed teachers by partner districts for the 2014-15.

ECONorthwest provided the link to the university supervisor survey to university partners to distribute, and the link to the beginning teacher survey to the school district's mentoring program contact. Response rates varied across project sites.

Teacher candidate / student teacher survey

The overarching challenge with the teacher candidate survey is the relatively small control group. In other words, few non-TeachOregon respondents took the survey, compared to the number of TeachOregon respondents. Some partner universities have few or no non-TeachOregon candidates to survey, while others did not administer the survey early enough or widely enough to garner a quality response. With such an imbalance between the size of the groups, the differences in responses described below are not statistically significant.

Survey respondents and demographics

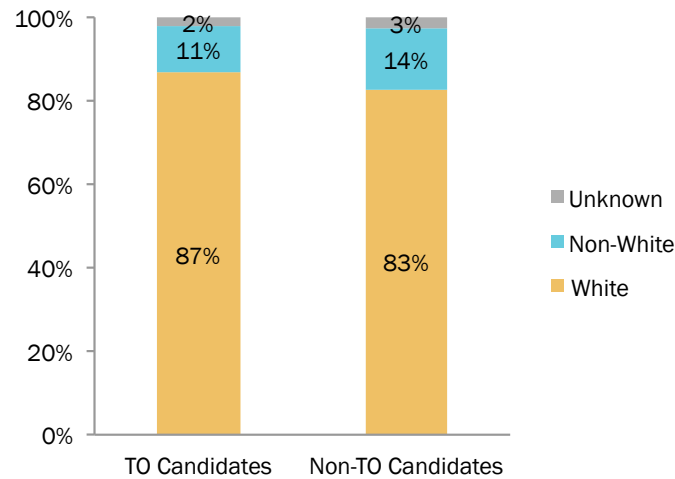
In all, 170 teacher candidates responded to the survey: 137 TeachOregon and 33 non-TeachOregon. For this survey, the partner institutions defined which respondents were TeachOregon, either by administering a separate survey link or submitting separate files of responses to the evaluation team. About 50 percent of the respondents were from PSU, 22 percent from WOU and Corban, and 18 percent from OSU-Cascades (see Table 4.3). The share of diverse respondents by race/ethnicity is similar for TeachOregon versus non-TeachOregon (11% versus 14%; see Figure 4.5).

Table 4.3. Teacher candidate survey respondents, by teacher preparation institution and TeachOregon status

University	TeachOregon	Non-TeachOregon	Total
Corban University	10	10	20
Western University	14	3	17
George Fox University	14	0	14
OSU-Cascades	30	0	30
Portland State University	68	16	84
Pacific-Eugene University	1	4	5
Total	137	33	170

Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.5. Teacher candidate survey respondents, by TeachOregon status and race/ethnicity



Source: ECONorthwest analysis of 2014-15 survey data

TeachOregon versus non-TeachOregon candidate feedback

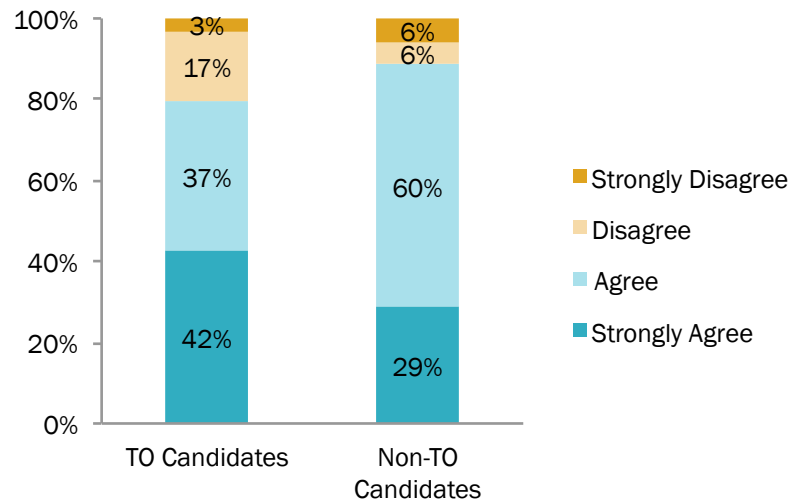
Based on survey responses, teacher candidates participating in TeachOregon have moderately more positive responses to statements about their feelings of preparation and effectiveness. The differences are not statistically significant, but they suggest positive findings in these areas.

TeachOregon teacher candidates more strongly agree that they're prepared right at the start of their clinical experience, perhaps due to the co-teaching training they have received (see Figure 4.6). Here and in other questions below with a larger share of TeachOregon compared with non-TeachOregon candidates disagreeing with a statement, one might ask whether more highly trained candidates have relatively higher expectations of themselves and the clinical practice experience.

TeachOregon candidates also feel slightly more positive than their peers about the effect of their clinical experience on their teaching skills (72% versus 66% strongly agree; see Figure 4.7).

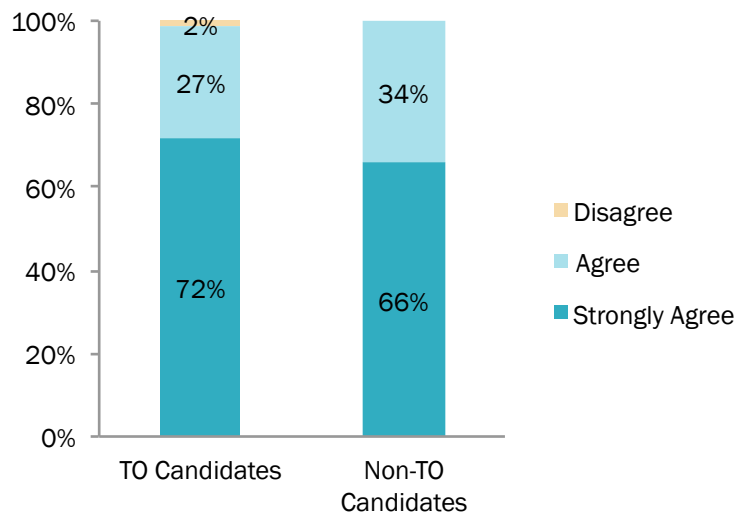
And they are more comfortable approaching their university supervisor (see Figure 4.8). In traditional student teaching, the supervisor is less involved with the school and is likely working in multiple schools. The supervisor plays a more central role in the co-teaching model and one might expect the candidate to have a closer relationship with the supervisor.

Figure 4.6. Teacher candidates' agreement with the statement, "I felt prepared to engage in teaching activities during the first week of my clinical/student teaching experience."



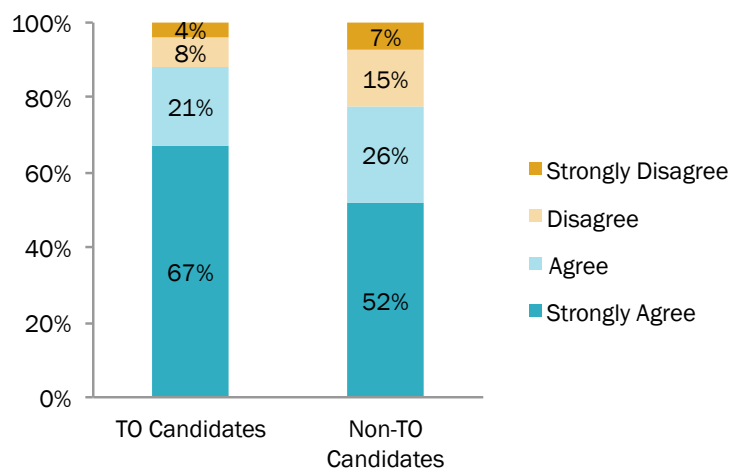
Source: ECONorthwest analysis of 2014-15 survey data.

Figure 4.7. Teacher candidates' agreement with the statement, "My clinical/student teaching experience helped me become a more effective teacher."



Source: ECONorthwest analysis of 2014-15 survey data.

Figure 4.8. Teacher candidates' agreement with the statement, "I was comfortable approaching my university supervisor to ask for support and feedback."

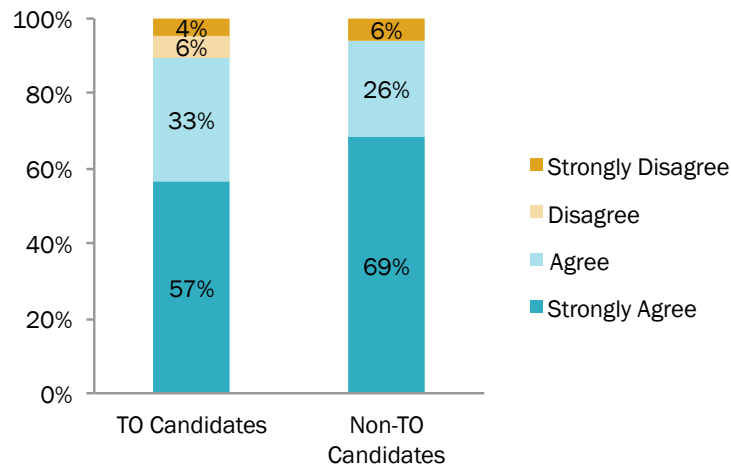


Source: ECONorthwest analysis of 2014-15 survey data.

The distribution of responses to a few of the other survey questions suggest opportunities for program improvement. The differences are not statistically significant, but project leaders and coaches should explore possible reasons for the following results and take steps to strengthen communication about expectations for co-teaching and provide other training and materials that might help clarify the goals and purposes of the model.

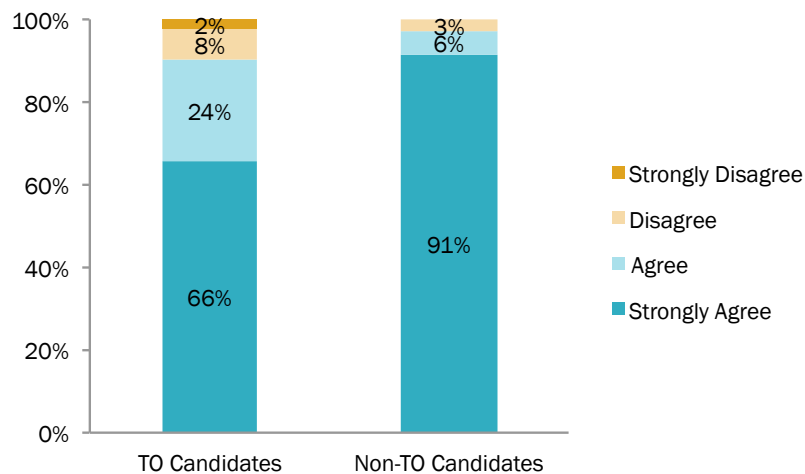
When asked about their main cooperating teacher, TeachOregon candidates' responses suggest less agreement than non-TeachOregon candidates with the statement that their main cooperating teacher helped them become better teachers (90% versus 95%); less comfort in approaching them for feedback and support, and less frequency in certain activities (see Figures 4.9-4.11). In the case of the activities, it may be that the listed activities do not fully capture the types of interactions that take place in the co-teaching model compared with a traditional setting. For example, feedback from cooperating teachers may be perceived as taking place in real-time, rather than as a distinct interaction.

Figure 4.9. Teacher candidates' agreement with the statement, "My main clinical/cooperating teacher helped me become a more effective teacher."



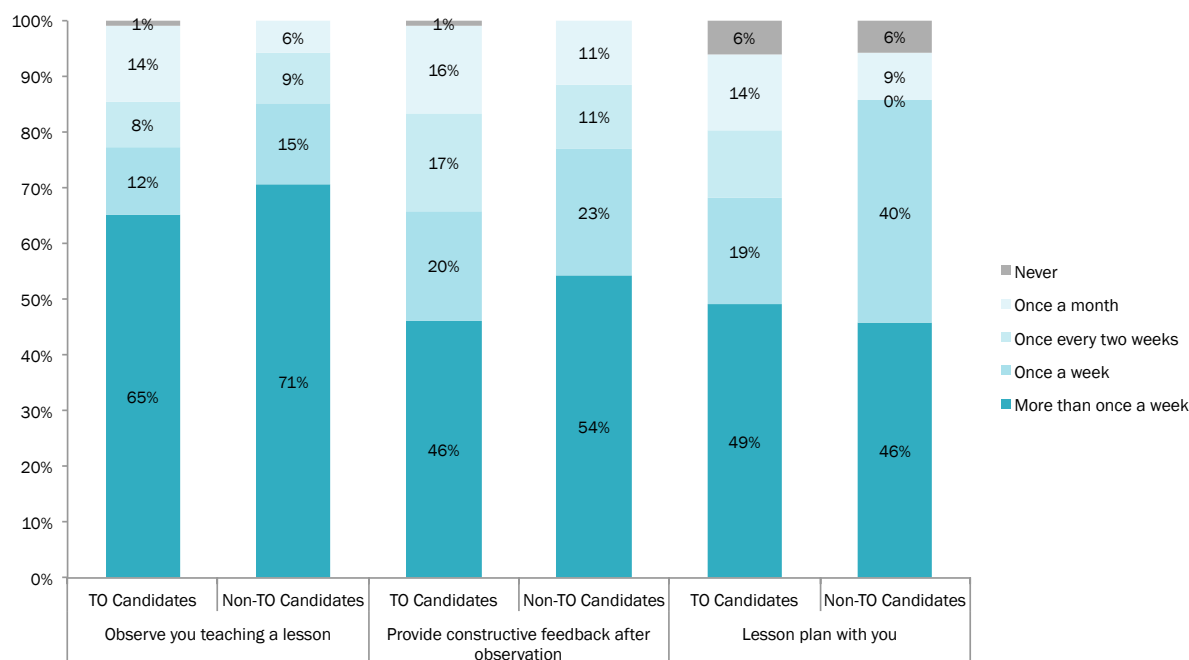
Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.10. Teacher candidates' agreement with the statement, "I was comfortable approaching my main clinical/cooperating teacher for support and feedback."



Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.11. Average frequency of teacher candidates' interactions with main clinical/cooperating teachers, as reported by teacher candidates



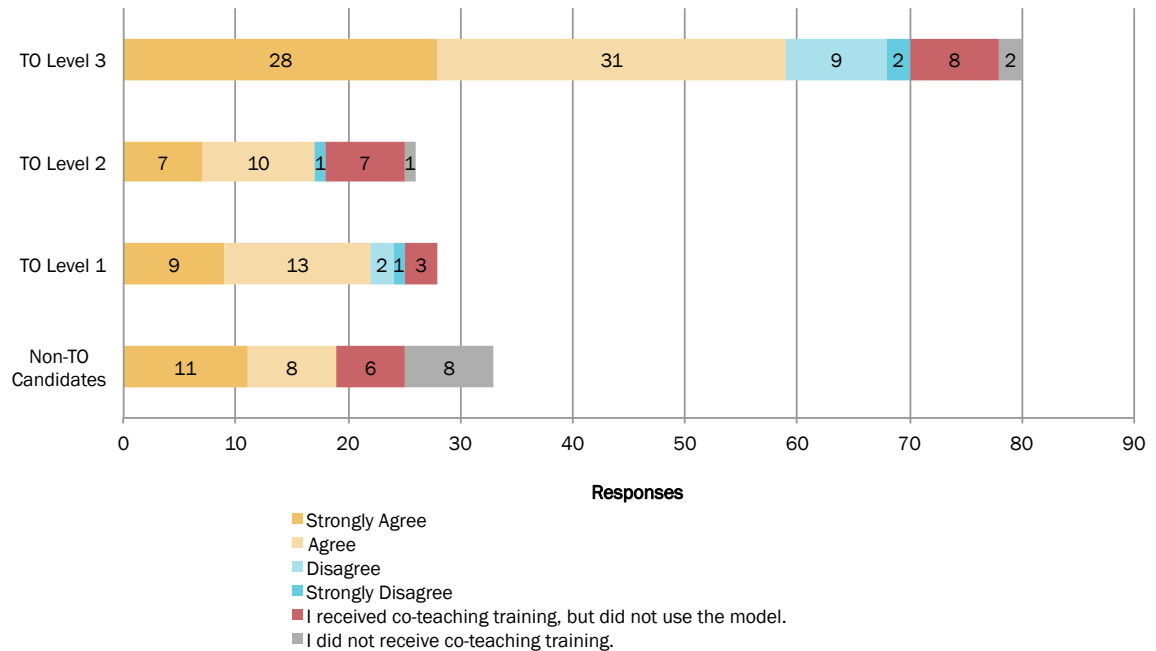
Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.12 illustrates some of the complexity around defining and measuring the treatment that candidates are receiving (and perceiving) at different TeachOregon levels. Most respondents report that they received co-teaching training (and 89% agree that the model helped them become a better teacher), but this includes 19 non-TeachOregon candidates, who we would not expect to have received the training. And 15 candidates at Level 2-3 report that they did not use the co-teaching model. Responses to such survey questions will never fall into precise categories, but the results suggest that participants and institutions are defining training and practice in different ways. These challenges could be related to the relatively generic name for the model (“co-teaching”), its genesis in special education, and/or grantees’ interest in providing co-teaching training to all candidates, regardless of TeachOregon participation.

Finally, a large majority (87%) of TeachOregon candidates reported that the frequency of their interactions with their supervisors was “just right” (see Figure 4.13). Non-TeachOregon candidates had a nearly identical response to this question (85% “just right”). This result differs from the survey results from 2013-14, which showed a 20-percentage-point between responses of the two groups based on responses from WOU, Corban, and Willamette. In Year 2, TeachOregon candidates reported less-frequent teaching observations and feedback, lesson

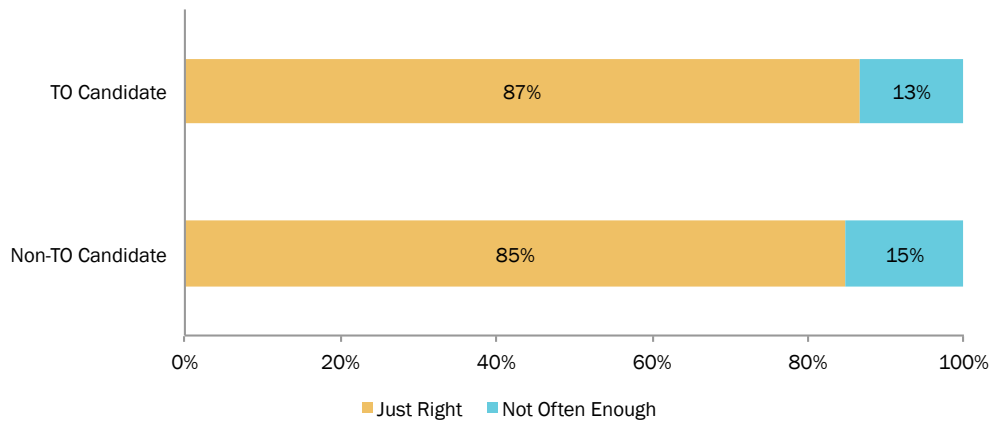
planning, and other types of interactions with their supervisors than did non-TeachOregon candidates (see Figure 4.14).

Figure 4.12. Teacher candidates' agreement with the statement, "The co-teaching model helped me become a more effective teacher."



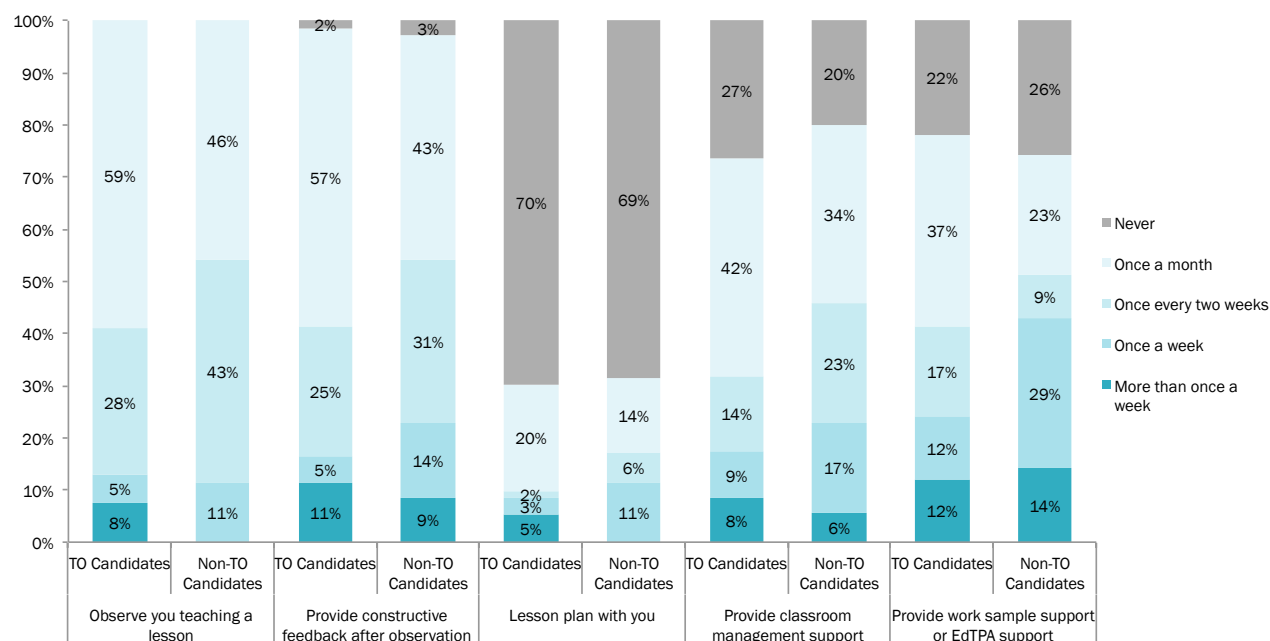
Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.13. Teacher candidates' agreement with the statement, "The frequency with which you interacted with the university supervisor was:"



Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.14. Average frequency of teacher candidates' interactions with university supervisor



Source: ECONorthwest analysis of 2014-15 survey data

Clinical/cooperating teacher survey

Survey respondent characteristics

A total of 324 clinical/cooperating teachers responded to the survey, with 319 providing complete responses (see Table 4.4). More than half of the respondents were from the Portland Metro project, which in turn had about half of its cooperating teachers respond to the survey. The next biggest project, Salem-Keizer, had a response rate of 87 percent for one of the partner universities and 63 percent for the other.

Table 4.4. Cooperating teacher survey respondents, by TeachOregon project

TeachOregon Site	Total
TeachCentralOregon	31
PAC	33
Portland Metro	188
Salem-Keizer	72
Total	324

Source: ECONorthwest analysis of 2014-15 survey data. Note: Includes 5 partial responses.

For the purpose of this analysis, respondents were divided into four different categories, to allow questions to be analyzed either by co-teaching training

receipt or by model implementation. Training status was determined by the survey question asking clinical/cooperating teachers whether the co-teaching model helped his or her teacher candidate / student teacher become a more effective teacher. Answer options included the following:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I received co-teaching training but did not use the co-teaching model
- I did not receive co-teaching training and thus did not use the model

Most respondents answered on the agree-disagree scale, which was interpreted to mean that they used the model (see Table 4.5). Seven reported that they received training but did not use the model, and 60 said that they did not receive training. Because training has potential impact regardless of model implementation, some of the survey questions below are analyzed based on training (259 versus 60 respondents) rather than model implementation (252 versus 67 respondents).

Table 4.5. Number of clinical/cooperating teacher survey responses based on reported receipt of co-teaching training and use of the co-teaching model

	Trained	Not trained
Used model	252	0
Did not use model	7	60

Source: ECONorthwest analysis of 2014-15 survey data

More than half of the responding clinical/cooperating teachers had elementary classroom teaching assignments in 2014-15 (see Table 4.6). The second biggest respondent groups were high school (22%) and middle school teachers (20%).

Table 4.6. Responses from cooperating teachers by reported teaching assignment

Teaching Assignment	Total
Pre-K	2%
Elementary classroom	52%
Middle school classroom	20%
K-8	3%
High school classroom	22%
K-12	1%
Total	100%

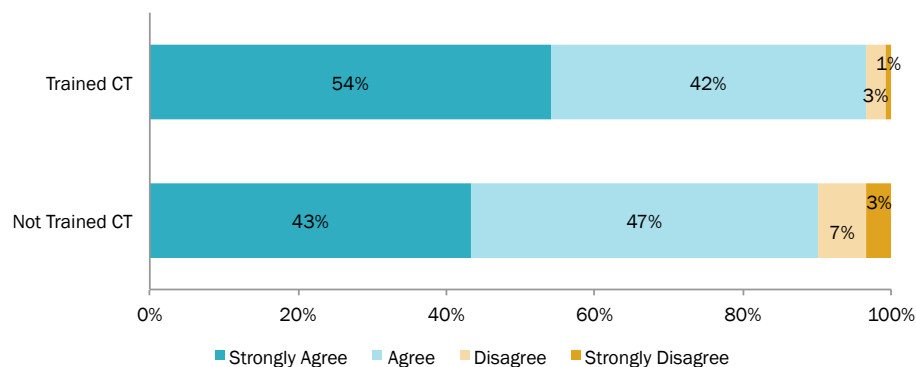
Source: ECONorthwest analysis of 2014-15 survey data

Trained versus untrained teacher feedback

Cooperating teachers trained in co-teaching and using the model responded differently than their untrained peers on a number of survey questions. In four cases the differences were statistically significant.

First, cooperating teachers who were trained in co-teaching were more likely to agree when asked if they felt prepared to mentor their teacher candidate (97% versus 90%; see Figure 4.15). Trained cooperating teachers were also more likely to agree that they were provided the information, training, and support they needed to support their teacher candidate (79% versus 63% see Figure 4.16). These results are statistically significant ($p < 0.05$).⁴

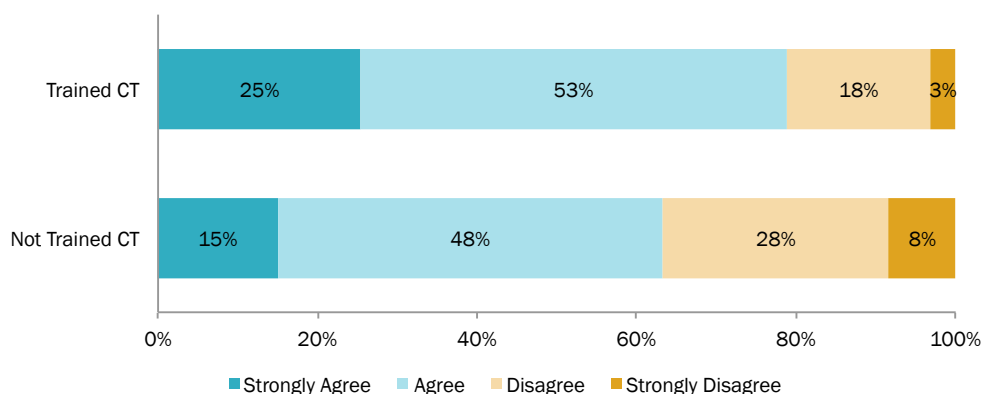
Figure 4.15. Cooperating teachers' agreement with the statement, "I felt prepared to mentor my teacher candidate / student teacher."



Source: ECONorthwest analysis of 2014-15 survey data

⁴ That is, there is a 5% chance that this difference is due to chance.

Figure 4.16. Cooperating teachers' agreement with the statement, "The information, training, and/or support provided for clinical/cooperating teachers addressed my needs in supporting a teacher candidate / student teacher."



Source: ECONorthwest analysis of 2014-15 survey data

"I did find the training information helpful, but I wish more time had been spent on how much a candidate should 'take over' a classroom."

"Co-teaching helped my teacher candidate to know expectations, teaching strategies and classroom management."

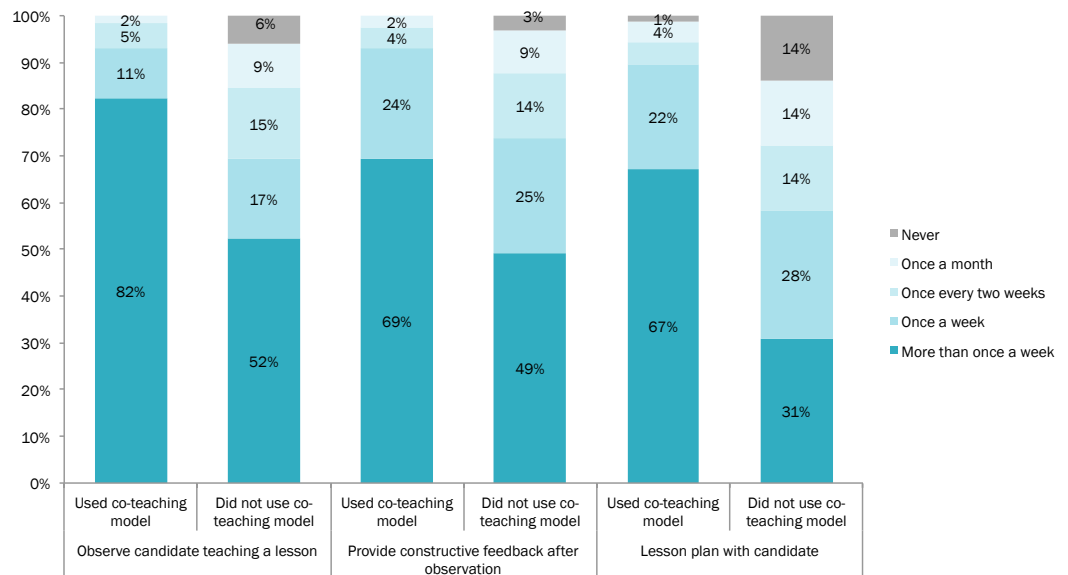
"I really like the idea of receiving training on how to coach adult learners."

-Cooperating teachers

When asked how frequently they conducted various activities with their teacher candidates, co-teaching teachers report more-frequent support provision than do traditional teachers in all three areas (observing a lesson being taught, providing constructive feedback after observation, and lesson planning; see Figure 4.17).⁵ The share of cooperating teachers who responded that they provided support on at least a weekly basis in the three areas is significantly different between co-teaching teachers and cooperating teachers who did not use the model ($p < 0.005$). About 90 percent of co-teaching teachers report interacting at least once per week in the three specified areas, versus 60-70 percent of traditional cooperating teachers. And cooperating teachers report relatively more-frequent interactions than do candidates (compare with Figure 4.11). For example, 82 percent of these co-teaching cooperating teachers report observing the candidate teach a lesson at least once a week, versus 65 percent of the teacher candidate group. This result could be due in part to cooperating teachers' familiarity with the differences between the traditional student teaching model and co-teaching, versus teacher candidates' relative lack of familiarity with traditional student teaching and its distinct components (e.g., formal observations and feedback). This difference is statistically significant at the 0.025 level.

⁵ Sorting cooperating teachers by whether they used the co-teaching model is the best possible proxy for TeachOregon status of teacher candidates.

Figure 4.17. Average frequency of cooperating teachers' interactions with teacher candidates, as reported by cooperating teachers



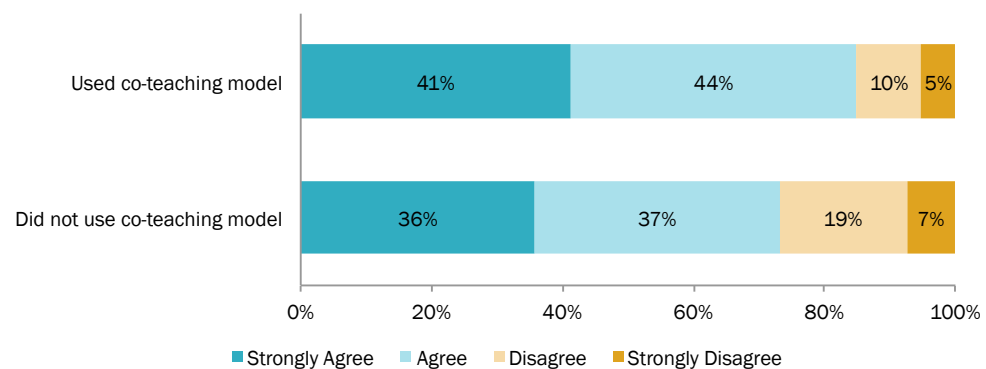
Source: ECONorthwest analysis of 2014-15 survey data

"I attended the training on co-teaching and it came naturally for me and my teacher candidate. What I was unclear on was the timeline for shifting responsibility to him. I also didn't know when/if he should be responsible for things like planning every lesson (knowing he had a lot of other work) or communicating with parents."

-Cooperating teacher

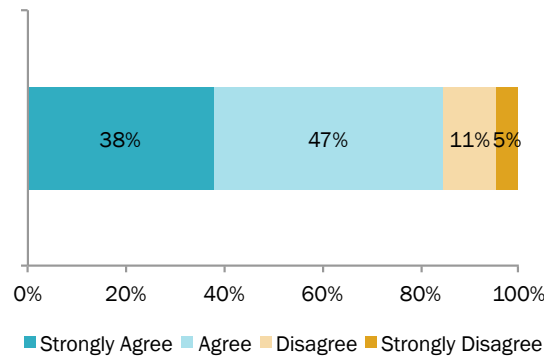
These results suggest meaningful and positive differences for cooperating teachers who are trained in the co-teaching model, who use the model, and who receive additional supports from their school district and the candidate's teacher preparation program. Teacher candidates also benefit: cooperating teachers who reported using the co-teaching model were more likely to agree that their teacher candidates were prepared to engage in teaching activities during the first week of clinical practice (85% versus 74%; see Figure 4.18). This difference is statistically significant at the 0.025 level.

Figure 4.18. Cooperating teachers' agreement with the statement, "My teacher candidate / student teacher was prepared to engage in teaching activities during the first week in my classroom."



Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.19. For cooperating teachers who reported using the co-teaching model, response to the statement, “The co-teaching model helped my teacher candidate / student teacher become a more effective teacher.”



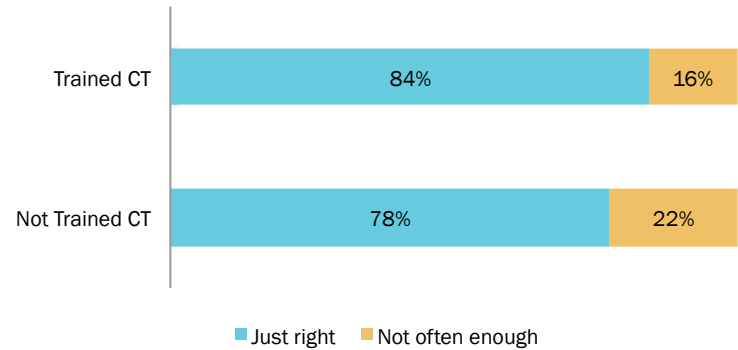
Source: ECONorthwest analysis of 2014-15 survey data

“It would be helpful to know expectations of gradual releasing responsibilities and teaching to teacher candidate. I took a class over the summer about co-teaching and found that helpful, but was unaware of what [the university’s] and TeachOregon’s expectations were.”

-Cooperating teacher

Compared with their untrained counterparts, larger shares of trained cooperating teachers reported that the frequency of their interaction with their candidate’s university supervisor was “just right” (84% versus 78%) and that they felt more comfortable in approaching the supervisor (92% versus 88%), but these differences are not statistically significant (see Figures 4.20-4.21). In Year 1, about half of trained respondents strongly agreed with this statement, versus just over a third in Year 2. This could reflect a number of sample and survey differences over the two years (different sites are represented in each year). These responses suggest less comfort among cooperating teachers in approaching the supervisor than among the teacher candidates who responded to the same question (88% of TeachOregon candidates report that they are comfortable approaching their supervisor for support).

Figure 4.20. Cooperating teachers’ response to the statement, “The frequency with which you interacted with the university supervisor was:”

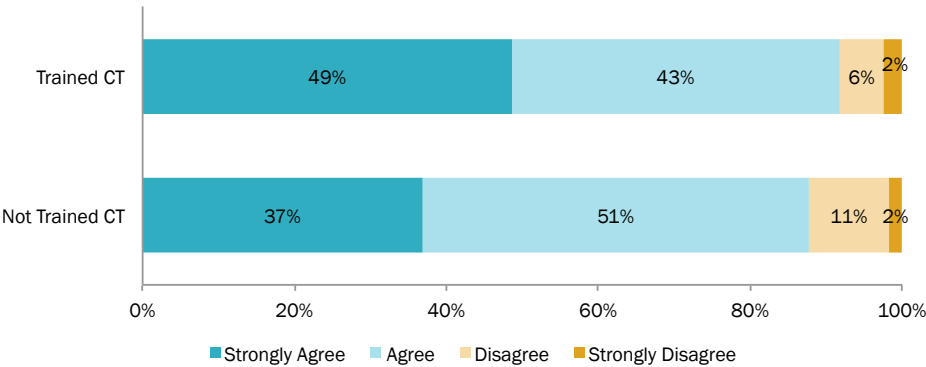


Source: ECONorthwest analysis of 2014-15 survey data

"The co-teaching model is effective and positive, however, student teachers need to be able to step up more on their own and take initiative to try as much as they can without all the teacher support. This model allows the student teacher to take a back seat or stick more with what they are comfortable with (i.e., small groups, depending on the cooperating teacher to pick up the slack, prepare, plan, teach)."

-Cooperating teacher

Figure 4.21. Cooperating teachers' agreement with the statement, "I was comfortable approaching the university supervisor to ask for support."



Source: ECONorthwest analysis of 2014-15 survey data

University supervisor survey

A total of 58 university supervisors from TeachOregon universities responded to a short survey about the co-teaching model. Most supervisors reported that they supervised fewer than ten teacher candidates during the year; four indicated that they supervised more than 20 candidates. Almost all supervisors report that the co-teaching model helps teacher candidates (94%) and cooperating teachers (92%) become more effective teachers (see Figure 4.22). A large majority of respondents indicate that clustering candidates (81%) and placing them in professional development schools or clinical sites (86%) helps them become more effective teachers.

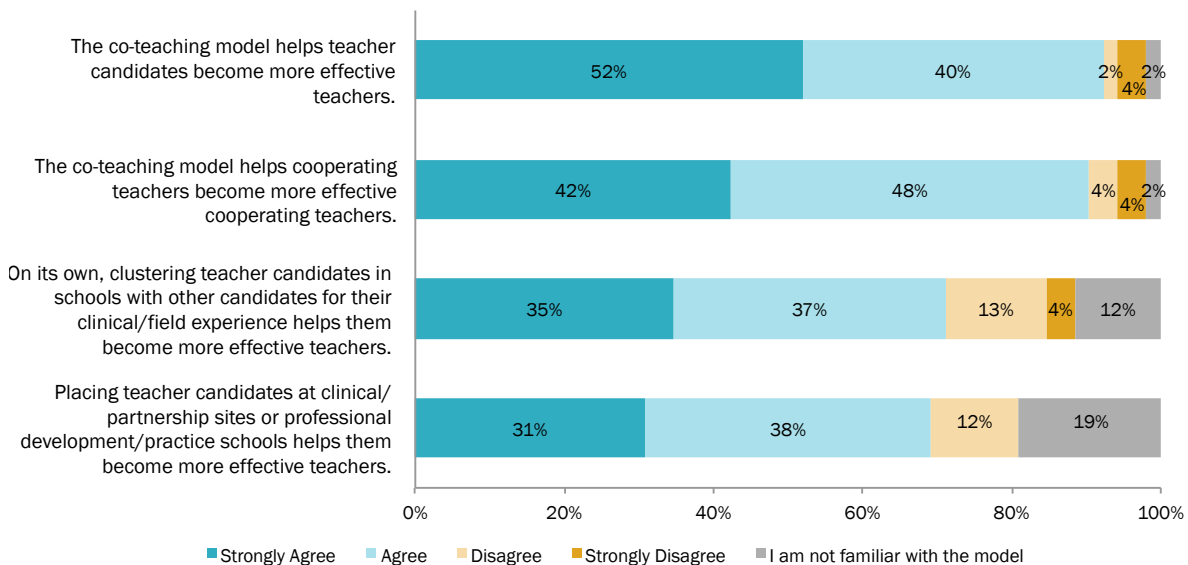
The open-ended feedback on the supervisor survey is generally positive (the model is "powerful," "truly a more professional practice," and "should be required for cooperating teachers"), with some critical comments mixed in. For example, three supervisors echo the concerns of cooperating teachers regarding the need for candidates to have solo teaching experiences. Others pointed out the challenges of securing ESOL placements, navigating the university's quarter system versus district semester system, and trying to convince candidates and cooperating teachers of the merits of the model.

"The inclusion of the co-teaching model is helpful for cooperating teachers, teacher candidates, university supervisors, administrators, AND students!"

"Clustering is the ONLY way to go!!! Energy and resources should continue to be placed here to get as many TCs at one school as possible."

-University supervisors

Figure 4.22. University supervisors' agreement with statements about co-teaching, clustering, and professional development schools for teacher candidates



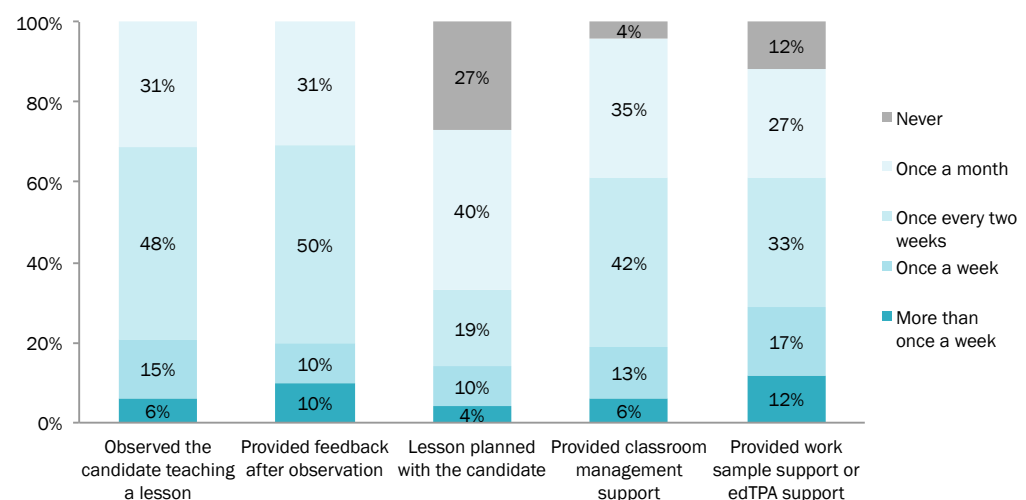
Source: ECONorthwest analysis of 2014-15 survey data

The survey also asked supervisors to report the average frequency of their interactions with the teaching pair they supervised (see Figure 4.23). For each of the specified activities, the supervisors report more-frequent interactions than the candidates (compare Figure 4.14). For example, 73 percent of supervisor respondents report that they lesson planned with candidates at least once a month, compared with about 30 percent of candidates reporting monthly-or-more lesson planning.

"[It] makes supervision so much stronger when teacher candidates are clustered; easier to be more a part of the school."

-University supervisor

Figure 4.23. University supervisors' responses to the statement, "On average, how often did you do the following with each teaching pair you supervised?"



Source: ECONorthwest analysis of 2014-15 survey data

“By the spring, the implementation of this model does not lead to the TC taking over the classroom. Even if this was for a period of a few weeks, TCs would gain invaluable experiences of planning, implementing, and teaching all on their own. I am concerned that some TCs have not have the experience of how to manage a classroom without a co-teacher, which is not real life. I wonder if tweaking the model over the year to include more on-own teaching would marry two strengths of two models.”

-University supervisor

Summary of open-ended answer themes

The cooperating teacher and university supervisor surveys asked a total of four open-ended questions about training and support and insights about co-teaching, placement types (e.g., clusters, clinical sites), and general TeachOregon implementation (see survey instruments in Appendix D). The responses to these questions can be summarized as follows:

- There are many misperceptions about the co-teaching model that could be addressed through more consistent co-teaching training and implementation.
 - Cooperating teachers feel that candidates are not doing enough solo teaching under the co-teaching model and, in some cases, are relying too much on the cooperating teacher. One team member referred to this as the “crutch” aspect of co-teaching. Participants need more direction on and understanding of the gradual, complete classroom takeover intended by the co-teaching model.
- There is a need for increased clarity on expectations of cooperating teachers.
- Some cooperating teachers indicate that they never received their stipend for attending training sessions.

Beginning teacher survey

A primary challenge with the anonymous beginning teacher survey was identifying past TeachOregon participants. The survey asked several questions about the teacher’s clinical / student teaching experience that allowed for rough identification of TeachOregon graduates. For this analysis, TeachOregon participants included respondents with the following characteristics:

- Graduated from an implementing TeachOregon university in 2014
- Reported that they received co-teaching training (TeachOregon Level 1)
- Reported that they received co-teaching training and were placed at a school with at least one other teacher candidates (TeachOregon Level 2)
- Reported that they received co-teaching training and were placed at a clinical or professional development school (TeachOregon Level 3; they provided the name of the school, which was matched to a list of partnering schools)

A total of 366 beginning teachers, mostly participants in district or consortium mentoring programs, completed the survey. About 16 percent of the teachers identified as non-white. While most of the respondents (335) did not meet the

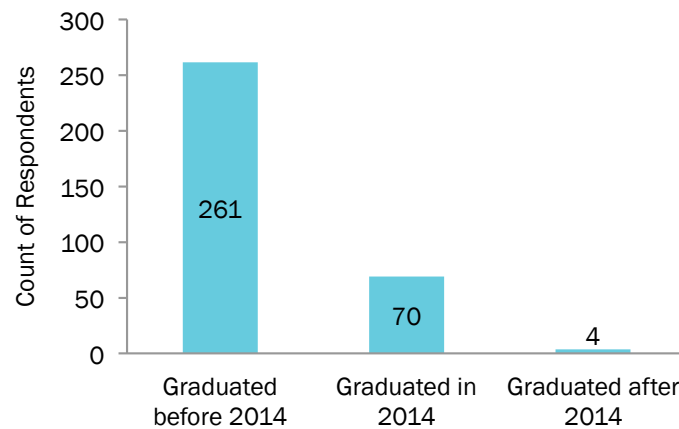
TeachOregon criteria, 31 did (15 TeachOregon Level 1s and eight each of Levels 2 and 3; see Table 4.7). Most of the survey takers were excluded from the TeachOregon groups simply because they graduated before 2014, the first year of TeachOregon implementation (see Figure 4.24). Of the 101 respondents who graduated in 2014, we identified 31 as TeachOregon participants (of any level; see Table 4.8). All 16 of the Level 2 and 3 participants reported that their cooperating teacher had been trained (see Table 4.9). In the other categories there was uncertainty about whether the cooperating teacher had received the training.

Table 4.7. Survey respondents by TeachOregon participation level

TO Level	Count	Count Non-White
0	335	58
1	15	1
2	8	1
3	8	0
<i>Subtotal TO Respondents</i>	<i>31</i>	<i>2</i>
Total	366	60

Source: ECONorthwest analysis of 2014-15 survey data

Figure 4.24. Non-TeachOregon survey respondents, by year of graduation



Source: ECONorthwest analysis of 2014-15 survey data

Table 4.8. Teacher preparation program of survey respondents, 2014 graduates, by TeachOregon participation

Teacher Prep Location	TO participant	Non-TO participant
Corban University	2	1
George Fox University	4	1
OSU - Cascades Campus	0	10
Pacific University - Eugene Campus	1	2
Pacific University - Woodburn Campus	1	0
Portland State University	9	5
University of Oregon	0	3
Western Oregon University	10	9
Willamette University	4	0
Other Oregon college or university	0	28
Out of state college or university	0	11
Total	31	70

Note: Includes two TeachOregon graduates from 2015

Source: ECONorthwest analysis of 2014-15 survey data

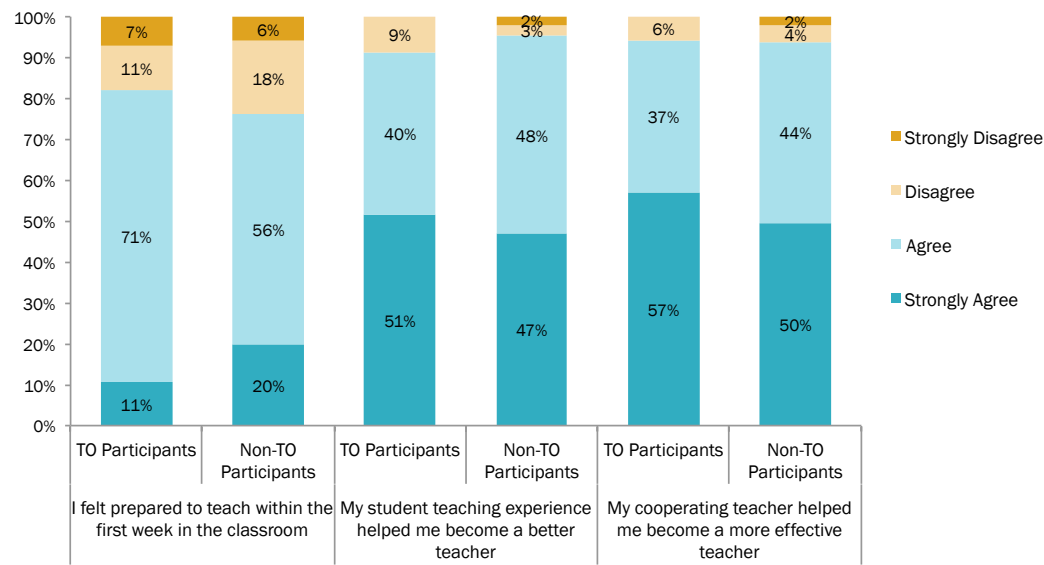
Table 4.9. Training of cooperating teachers, by TeachOregon participation

TO Level	Co-Teacher not Trained	Not sure if CoTeacher trained	CoTeacher Trained
Non-TeachOregon	101	146	81
TO Level 1	5	8	2
TO Level 2	0	0	8
TO Level 3	0	0	8

Source: ECONorthwest analysis of 2014-15 survey data

Under this identification method, none of the differences in survey results are statistically significant, but a few suggest positive impacts of TeachOregon and provide a decent baseline for comparison next year (see Figure 4.25). Slightly more TeachOregon participants strongly agree that their student teaching experience (51% versus 47%) and their cooperating teachers (57% versus 50%) helped them become better teachers. TeachOregon respondents felt about as prepared during their first week as a beginning teacher as did non-TeachOregon graduates. Given adequate data, we will next year identify the extent to which 2015 TeachOregon graduates who reported feeling more prepared for their clinical experience also felt more prepared to teach in the classroom as beginning teachers after completing their clinical experience.

Figure 4.25. Beginning teachers' agreement with statements regarding their teacher preparation program



Hiring and Placement

Hiring and placement strategies and processes are key to increasing the diversity of the teacher workforce and improving teacher effectiveness and retention. All TeachOregon projects teams have set goals around using equitable hiring practices and placing new teachers in positions that provide sufficient support. Even if Oregon's teacher preparation programs continue to increase the share of culturally diverse graduates, the state's goals cannot be met if more minority teachers are not hired and supported after hiring by school districts.

This chapter includes findings from the Year 2 focus groups and a summary of the applicant, hiring, and teacher evaluation data from school district partners.

Focus group findings

Focus groups were held in June 2015; the list of discussion questions is included in Appendix C. As the intent of the questions was to learn what had occurred or changed between Year 1 and Year 2, the information presented here is not a complete summary of TeachOregon activities for every project. Rather, it is a description of highlighted areas of progress and change during Year 2, as of June 2015.

- *Review and refine school district hiring and placement processes and practices.* TeachOregon partners have been reviewing and revising their hiring and placement processes to align their practices with their established targets and goals. After shifting their enrollment and budget projection process in Year 1 to allow for a more responsive and longer hiring period, Springfield focused on hiring based on an 80/20 model (hiring early—80 percent of needed new teachers in the spring). More than 40 people were involved in the hiring process. Behavior based hiring was used to recruit and hire new teachers for the first time (following the use of the strategies for administrative hires in Year 1), with the objective to hire people who will best address the needs of the whole district, rather than just one school or position.

In Central Oregon, the focus around hiring and placement has been on raising awareness and disseminating information. The project team is developing a regional recruitment website that aims to remove barriers for applicants and streamline whom applicants can contact for more information. The plan is for districts to post their openings centrally and link to their respective applications. The goal is to use this system for hiring in spring 2016; they have agreed to 5-6 common data points they will each ask for, to ease the process for applicants. An ultimate goal

might be to create a common application across districts, but not all districts support this idea at this point in time. An overarching concern is how to recruit more diverse candidates to the region.

In Salem-Keizer, TeachOregon participants are given “first consideration” for job openings, with interviews for the group held prior to those for non-TeachOregon applicants who student taught in the district, followed by interviews for outside applicants. Focus group participants pointed out the challenge of the variation in need across fields (e.g., bilingual applicants and math/science teachers are being hired more quickly than applicants in other fields, regardless of TeachOregon status).

PAC reported that they focused on the placement and hiring of student teachers who had been placed in their districts, and that they used Leading for Equity concepts to inform their hiring. Changing personnel was a challenge for this partnership: out of the four districts, three have new human resources directors.

“We’re not looking for a ‘fit,’ we’re looking for the best people for our children.”

-District representative

In Portland Metro, partner districts have been looking at built-in impediments for hiring, such as unnecessary minimum qualifications for job postings and development of more-diverse hiring teams. And a working group developed a revised job description for supervisors, which now includes understanding of culturally responsive practices.

- *Training for school district personnel involved with hiring/placement, emphasizing equitable and culturally responsive practices.* Many TeachOregon teacher preparation programs have assessed a need for culturally responsive and equitable hiring practices that enable the partnerships to grow a more diverse teacher pool that reflects the student population. As discussed below, most project teams report successful training events held during Year 2, but they also pointed out that they don’t have as much opportunity as they’d like to practice the skills they’ve learned, as the number of diverse applicants for teaching positions is still relatively low.

PAC hosted the Leading to Equity Seminar, a two-and-a-half-day event led by the National Equity Project and meant to address equity issues in hiring and placement processes. Primary PAC project staff attended, with others joining from other TeachOregon projects, for a total of 72 attendees. Two half-day workshops in Tillamook in fall 2015 also focused on equity and cultural responsiveness.

Portland Metro hired a consultant to lead a 2.5-day Cultures Connecting event with the aim to customize best practices and develop forms for the consortium. About 50 district administrators, principals, HR directors, and other district staff from the three partner districts attended. The event

provided a good platform for the three districts to share information about hiring practices.

At Central Oregon, 121 school district personnel (mostly administrators) were trained in equity-based hiring practices. One participant reported that they'd never thought about these things before, and that it would change the way he/she screens and talks about hiring. Participants reflected on the benefit of everyone having the same understanding of what equitable hiring means.

- *Database for tracking human resource capital within or across school districts.* A number of partner districts discovered that their applicant, hiring, and placement data systems lack robust recording or reporting features that would allow for straightforward data tracking. For example, in Salem-Keizer, extracting employment history data for job applicants and identifying which applicants were hired required significant work. Some districts that encountered difficulties were already or are now in the process of trying to purchase new software.

Central Oregon districts purchased TeacherMatch software to connect their open position postings with teachers nationwide. Starting next year, districts can post desired teacher qualities and information about the position, then message candidates from around the country based on their profiles. The hope is that this will contribute to the districts' efforts to hire more diverse teachers.

- *Hiring and career prep events geared to TeachOregon teacher candidates.* To increase chances of employment following completion of the TeachOregon teacher preparation program, and to retain their investment in teacher candidates, many TeachOregon partnerships have developed events or processes that support candidates as first-time job seekers. In Salem-Keizer, all TeachOregon candidates had an opportunity to practice interviewing skills for an afternoon, with one teacher interviewing the candidate while others observed and provided feedback. The school district hosted an interview fair in March, with a breakfast for TeachOregon candidates before the event opened to everyone. Focus group attendees reported that the district hired twelve 2014-15 TeachOregon participants. However, as referenced above, it takes longer for some candidates to be hired than others, depending on their field.

"[Some of my candidates] went to the job fair, and they had all of these expectations and then as those expectations started to fall, the reality hits and I've had to pick up the pieces and tell them that the job market is hard and that they may be subbing for a while."

-University supervisor

In Central Oregon, OSU-Cascades MAT program hosted an open interview process for all participating school districts. Administrators from each TeachOregon district attended, plus some from Eastern Oregon districts as well. Two teacher candidates were hired directly from this event, with additional hires later on. In PAC, George Fox hosted a

TeachOregon job fair with mock interviews in March, similar to the event hosted in Year 1.

- *Technology initiatives that provide candidates opportunities to share their teaching.* A few of the TeachOregon projects have used or discussed the use of video-recorded teaching samples for educational purposes as part of the clinical practice or as part of the hiring process. In Salem-Keizer, all TeachOregon participants were video-recorded by a recruitment specialist in January, which facilitated early hiring within the district for a number of them. External applicants are also able to submit recordings.

In Central Oregon, districts are using the Online Disposition Questionnaire (EPI), a research-based tool that applicants complete as they apply for positions. This is a less-biased way to track dispositions and gives hiring personnel more data about the applicant's dispositions and instructional practices that could potentially be used to analyze the performance of newly hired teachers compared to their EPI score (to assess the predictive ability of the score).

School district applicant and hiring data

ECONorthwest asked school district partners to provide individual-level applicant and hiring data for licensed teaching positions for the 2014-15 school year. Requested data elements included position applied to, demographic characteristics, teaching history (prior teaching positions held, total years of teaching experience, and prior experience within the district), educational history (names of previous postsecondary institutions attended, degrees obtained, areas of study, and GPA), certifications held, and language proficiency. Districts were also asked to provide a few employment data elements for hired teachers, including years of teaching experience, years of experience in the district, and resignation data for the end of the 2014-15 school year. This section summarizes the information provided by district partners.

In places where TeachOregon was implemented in Year 1 (Salem-Keizer, PAC, and Portland Metro TLC), university partners were asked to collaborate with their partner districts to identify Year 1 TeachOregon participants (and their participation levels) in both applicant data and new hire data at the district level. Salem-Keizer and Portland Metro TLC completed the needed data exchange; George Fox was not able to share participant data with the PAC districts because Year 1 participants had not provided informed consent. Thus, TeachOregon participants could not accurately be identified in the applicant and hiring data for PAC districts. One partner (Woodburn School District) was unable to provide applicant data due to data system constraints. Datasets collected from districts that did not implement in 2013-14 (Central Oregon and Springfield) do not

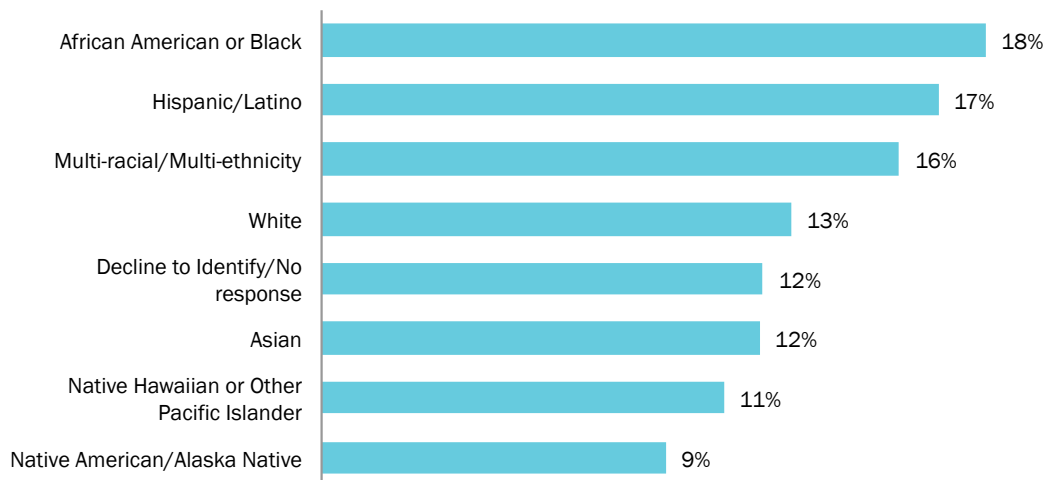
include any identified TeachOregon participants (because none were produced in 2013-14) but will be useful baseline data to compare to Year 3 data from those districts.

The varying structure and completeness of the applicant and hiring data provided by the school districts complicated the analysis of data across and within the five TeachOregon projects. Data that were sufficiently consistent and available across partner districts are summarized in the following section.

Across partner districts, data for 10,583 applicants were submitted. It is likely that many of these applicants applied to jobs at multiple TeachOregon school districts, but for this year at least, TeachOregon applicants were only tracked in the districts that were partnered with their teacher preparation program. Of the 10,583 applicants, 1,322 (or 12.5%) were hired. Racially or ethnically diverse teachers represented 7.8 percent (822 applicants) of applicants to partner districts and 8.5 percent (113 hires) of all hired teachers in these districts. Similar shares of racially or ethnically diverse candidates applied and were hired within each project.

Figure 5.1 shows hiring rates by race/ethnicity for the combined TeachOregon districts, with the underlying counts in Table 5.1. The highest rate among the groups was for black applicants, of whom 18 percent (21 out of 117) were hired. Hispanic/Latino and multi-race applicants followed with 17 and 16 percent, respectively. The hiring rate for white applicants ranked fourth (13%). Without data for previous years we are unable to draw comparisons, but in 2015, the overall hiring rate for diverse applicants in TeachOregon districts (13.7%) exceeded the hiring rate for white applicants by one percentage point (12.7%).

Figure 5.1. Hiring rate by race/ethnicity for TeachOregon districts, 2014-15



Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district applicant and administrative data

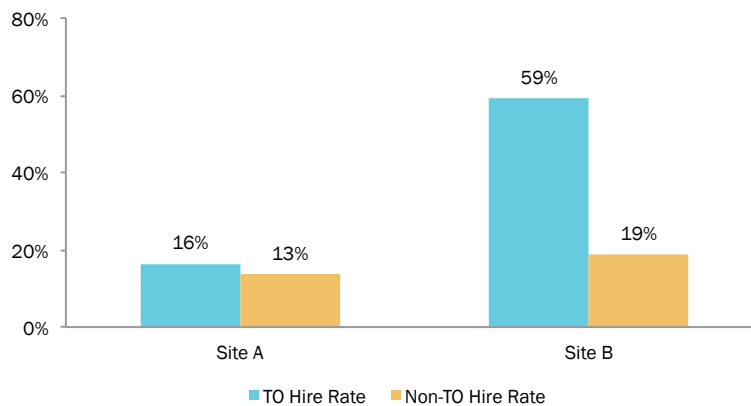
Table 5.1. Count of applicants and hired teachers by race/ethnicity for TeachOregon districts, 2014-15

Race or Ethnicity	Applied	Hired
African American or Black	117	21
Hispanic/Latino	204	34
Multi-racial/Multi-ethnicity	64	10
White	5,823	739
Decline to Identify/No response	3,938	470
Asian	262	31
Native Hawaiian or Other Pacific Islander	46	5
Native American/Alaska Native	129	12
Total	10,583	1,322

Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district applicant and administrative data

We are also interested in the hiring rate for TeachOregon applicants compared with non-TeachOregon applicants. Figure 5.2 shows the rates for the combined districts for two TeachOregon projects. For these two projects, hiring rates for TeachOregon applicants exceeded those for non-TeachOregon applicants by 3 and 40 percentage points, respectively. Rates may be affected by hiring consideration given by individual districts to TeachOregon applicants.

Figure 5.2. Hiring rate for 1st-year teachers, by TeachOregon participation, 2014-15



Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district applicant and administrative data

We are also able to review retention rates for these two projects. About 4 percent of the total new hires were TeachOregon. At the end of the 2014-15 school year, this group's retention rate was 95 percent. For non-TeachOregon hires, the retention rate for the year was 89 percent (see Figure 5.3).

Figure 5.3. Retention rate for 1st-year teachers, by TeachOregon participation, 2014-15



Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district applicant and administrative data

School district evaluation data for new and beginning teachers

Partner school districts were also asked to provide teacher evaluation data for all teachers (new and experienced) hired in 2014-15. Of the school districts that hired TeachOregon participants, three were able to identify those individuals in their evaluation data. Districts use either the Danielson Framework for Teaching¹ or the InTASC Model Core Teaching Standards,² but the four Danielson domains can be mapped onto the ten InTASC standards.³ ECONorthwest cross-walked all district evaluation data to the InTASC standards. The completeness of the data varied at the sub-score level by district.

We compared cross-walked evaluation data across TeachOregon projects. There was no statistical difference in scores for TeachOregon and non-TeachOregon 1st-year teachers. The evaluation results for teachers who were TeachOregon participants look slightly better, but the group is small (35 teachers total) and the difference between the TeachOregon and non-TeachOregon average scores is not statistically significant. Key to generating a more complete data set next year is improved communication between universities and school districts regarding the identity and TeachOregon participation levels of potential applicants and new hires.

Table 5.2 summarizes the 2014-15 evaluation data received by TeachOregon school districts. Many of these districts are small; half have fewer than 29

¹ <https://danielsongroup.org/framework/>

² http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

³ See “Correlation between the Danielson Framework for Teaching and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards,” <https://danielsongroup.org/framework/>

teachers represented in the table (districts combined into a single row did not have enough teachers in each experience category to be shown on their own). All together, about 1,050 teachers are represented in the table. The average scores for 1st-year teachers range from 1.87 to 3.01 (on a 4-point scale), but the differences between districts may not be statistically significant and may not represent actual variation in teacher quality due to differences across evaluation instruments and the issue of inter-rater reliability. For all districts, average scores for newly hired teachers with a year or more of experience (“2+ Year Teachers”) are higher than scores for 1st year teachers.

In Table 5.3 we divide the “2+ Year Teachers” category into three groups and combine districts to better show the change in evaluation scores as teachers’ experience increases. For example, the average difference in scores between 1st-year teachers and 2nd-to-3rd-year teachers is 0.13 points, between 1st-year teachers and 4th-to-7th-year teachers is 0.18 points, etc. In this combined district data, we see the expected pattern of higher evaluation scores for teachers with additional years of experience.

Table 5.2. Average evaluation scores for teachers hired in 2014-15 by TeachOregon partner districts, by district and year of teaching

	1st Year Teachers	2+ Year Teachers
District A	3.01	3.10
District B	2.98	3.11
District C	2.87	3.02
District D	2.86	*
District E	2.83	2.97
Districts F-H	2.81	3.04
District I	2.81	*
Districts J-K	2.76	2.89
District L	2.64	2.79
District M	1.87	2.27

*Insufficient data. Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district evaluation data

Table 5.3. Average difference in evaluation scores for teachers hired in 2014-15 by TeachOregon partner districts, by year of teaching

Average difference between 1st year teachers and	2-3 Year Teachers	4-7 Year Teachers	8+ Year Teachers
	0.13	0.18	0.26

Source: ECONorthwest analysis of 2014-15 TeachOregon partner school district evaluation data

Mentoring and Induction

The fourth and final blueprint area seeks to align mentoring and induction support to ensure that new teachers are successful in their own classrooms. Each TeachOregon project has school districts that provide mentoring for new teachers; the TeachOregon initiative provides an opportunity for project partners to expand efforts in some cases and coordinate efforts in others. Six TeachOregon school districts have or are part of mentoring programs supported by Oregon Mentoring Program grants. Relatively less activity has taken place around induction interventions.

This chapter includes findings from the Year 2 focus groups and summaries of (1) ODE Mentoring Program survey of beginning teachers and mentor teachers for the six TeachOregon districts with Oregon Mentoring Program grants and (2) Central Oregon Mentoring Program's mid-year survey of beginning teachers.

Focus group findings

Focus groups were held in June 2015; the list of discussion questions is included in Appendix C. The intent of the questions was to learn what had occurred or changed between Year 1 and Year 2 of the initiative, so the information presented here is not a complete summary of TeachOregon activities for every project. Rather, it is a description of highlighted areas of progress and change during Year 2, as of June 2015.

The TeachOregon grant provides support for innovative mentoring practices. Mentoring programs are well established at some TeachOregon sites, while others are just getting programs off the ground.

- *Design and implementation of mentoring/induction program.* The design of the mentor programs varies. In some cases, mentors are provided a release from teaching during the period of time that they are assigned a beginning teacher ranging from 0.5 partial release to 1-FTE full release. In other cases, mentors prepare for their mentoring duties outside of the traditional work day.

Springfield continues to be part of a countywide consortium (Lane Connect), with a 1-to-1 model for all 1st- and 2nd-year teachers (mandatory for 1st years only). They had 49 teachers and principals placed in mentoring partnerships in 2014-15. This year they created a "Navigating the Second Year" program that had 29 participants and received great reviews. They broadened the eligibility for the

program so that experienced teachers who are new to the district can participate as well. Reported retention rates are high: nearly all of the 1st- and 2nd-year participants are remaining in their positions for 2015-16. Based on this success the district is considering adding an induction program for 3rd-year teachers next year as well, if the budget allows. A goal is to connect 3rd-year teachers with the their university teacher preparation program to allow universities to see the growth of their graduates.

The Central Oregon project had a successful first year of a full- and partial-release regional mentor program, with 14 mentors and a ratio of 1:19. All 98 beginning teachers had a mentor. Mentors met weekly to share strategies and receive training, visited beginning teachers' classrooms weekly, and visited other mentors' classrooms to give feedback on each other's coaching. Mentors were happy with their own growth, and administrators were happy with the "visible, demonstrable growth of new teachers." The group plans to apply for an ODE grant again this year (with an aim to reduce the mentor-to-teacher ratio to 1:12 or 1:10), but will continue funding the program through the districts if they don't receive funding. Focus group attendees noted a few challenges: finding a way forward with funding once grants at Crook County and Bend-La Pine districts expire; finding secondary school teachers who are interested in being mentors (initiative fatigue is a challenge); and the need to either coordinate the induction timeline with HR hiring processes or add another induction cycle for late hires.

In the Portland Metro project, ongoing programs include full-release in Portland Public Schools and David Douglas and a one-to-one model in North Clackamas. Mentoring innovations were not a primary part of the team's project work in Year 2, but PPS developed a Teachers of Color Advisory Committee as part of their Oregon Minority Teacher Retention Grant, and NCSD created an ongoing event called Moving it Forward to focus on race within the organization. Neither of these districts had full mentor coverage in 2014-15.

As part of the Mid-Willamette Valley Consortium, Salem-Keizer and Woodburn school districts continue to provide a full-release mentor model for all beginning teachers in their first three years in the district, collaborating with seven additional smaller districts. The consortium has added four new districts plus the ESD for next year. They had 19 mentors in Year 2 working with up to 20 beginning teachers each. Salem-Keizer focus group attendees reported that TeachOregon

allows their district to provide “continuous care” for beginning teachers, starting from the time they are teacher candidates with clinical experiences and continuing to provide support as they graduate and move into their own classrooms as teachers. TeachOregon has also provided access to mentors’ perspectives on new teacher preparedness. Salem-Keizer is incorporating feedback from the mentors on areas where candidates are less prepared and sharing this information with the universities and the cooperating teachers to improve training.

In the PAC, programs continued during Year 2 at Tillamook (one-to-one) and Woodburn (full-release and part of the Mid-Willamette Valley Consortium described above). Sherwood representatives reported that they were working on building a mentoring program and expected it to launch in fall 2015.

- *Mentor selection and training.* Each mentoring program has a process for selecting and training mentors. In Year 2 the Central Oregon project team created a standardized job description and selection criteria for mentor teachers, and all 13 mentors attended the New Teacher Center trainings provided by ODE. In PAC, Tillamook and Woodburn mentors were also trained by the New Teacher Center and receive ongoing, in-district training. First-year mentors in Salem-Keizer were scheduled to complete a 3-day induction in summer 2015 (it was a 1-day event in 2014), and mentors attend monthly forums with book studies. The district also created a mentor handbook to guide the work during the year.
- *Design, documentation, and sharing of beginning teacher growth and development measures.* To assess the success of their mentoring programs and teacher preparation in general, a few TeachOregon projects have begun designing and collecting teacher performance and growth measures. Salem-Keizer mentors complete LEGENDS evaluation of beginning teachers and conduct weekly observations and feedback for new teachers (some with recordings and post-observation conferences while watching video). Summative aggregated de-identified evaluation data for 1st-3rd year teachers are shared with university partners. Central Oregon hopes to develop training for administrators in supporting beginning teachers as well as a system to collect and compare evaluation and performance data for novice and experienced teachers.

Mentoring program survey results

Oregon Mentoring Program surveys

To evaluate the Oregon Mentoring Program, ODE works with the Center on Educator Preparation and Effectiveness (CEPE) at The Research Institute at Western Oregon University to administer a statewide end-of-year survey to grant recipient districts.¹ In spring 2015, ODE and CEPE surveyed six groups across the mentoring project: beginning teachers, beginning teacher mentors, site administrators, beginning administrators, beginning administrator mentors, and LEA (local education agency) administrators. For the purpose of this report, we focus on the responses from beginning teachers and beginning teacher mentors in the six TeachOregon school districts that have—or are part of a consortium that has—an Oregon Mentoring Program grant. CEPE provided ECONorthwest with the disaggregated survey data to allow for a review of beginning teachers' feelings of preparation and the impact of the mentor program on their practice. The analysis of those data is summarized below.

For the Oregon Mentoring Program surveys, beginning teachers are defined as teachers in their first two years of teaching, and beginning teacher mentors are educators (full-time, part-time, or retired) that work with beginning teachers. The surveys were administered simultaneously, and participants were given three weeks to complete the surveys.

The following TeachOregon districts were recipients of Oregon Mentoring Program grants in 2014-15 and participated in the spring surveys:

- **David Douglas School District**
- **Portland Public Schools**
- **Springfield Public Schools**, part of the Lane ESD Consortium (Bethel SD, Blachly SD, Creswell SD, Fern Ridge SD, Junction City SD, Lowell SD, Mapleton SD, Marcola SD, McKenzie SD, Oakridge SD, Siuslaw SD)
- **Salem-Keizer SD, Woodburn SD**, part of the Mid-Willamette Valley Consortium (Cascade SD, Central SD, Dallas SD, Jefferson SD, Mt. Angel SD, North Santiam SD, Silver Falls SD)
- **Tillamook SD**, part of the Tillamook Consortium (Astoria SD, Jewell SD, Neah-Kah-Nie SD, Nestucca Valley SD)

¹ Mentoring Data Reports and Surveys, <http://www.ode.state.or.us/search/page/?=4277>

Summary of selected questions from Beginning Teacher Survey

A total of 457 beginning teachers from TeachOregon districts completed the beginning teacher survey. This represents 62 percent of the total survey responses from all school districts with Mentoring Program grant. Most (85%) of the responses to the beginning teacher survey were from two school districts: Salem-Keizer and Portland Public (see Table 6.1). The responses from the six school districts are grouped together to assess collective feelings of preparation and satisfaction with the programs.

Table 6.1. ODE Mentoring Grant beginning teacher survey responses, by TeachOregon district

	Count	Percent
David Douglas	19	4%
Portland Public	142	31%
Salem-Keizer	248	54%
Springfield Public	4	1%
Tillamook	19	4%
Woodburn	25	5%
Total	457	

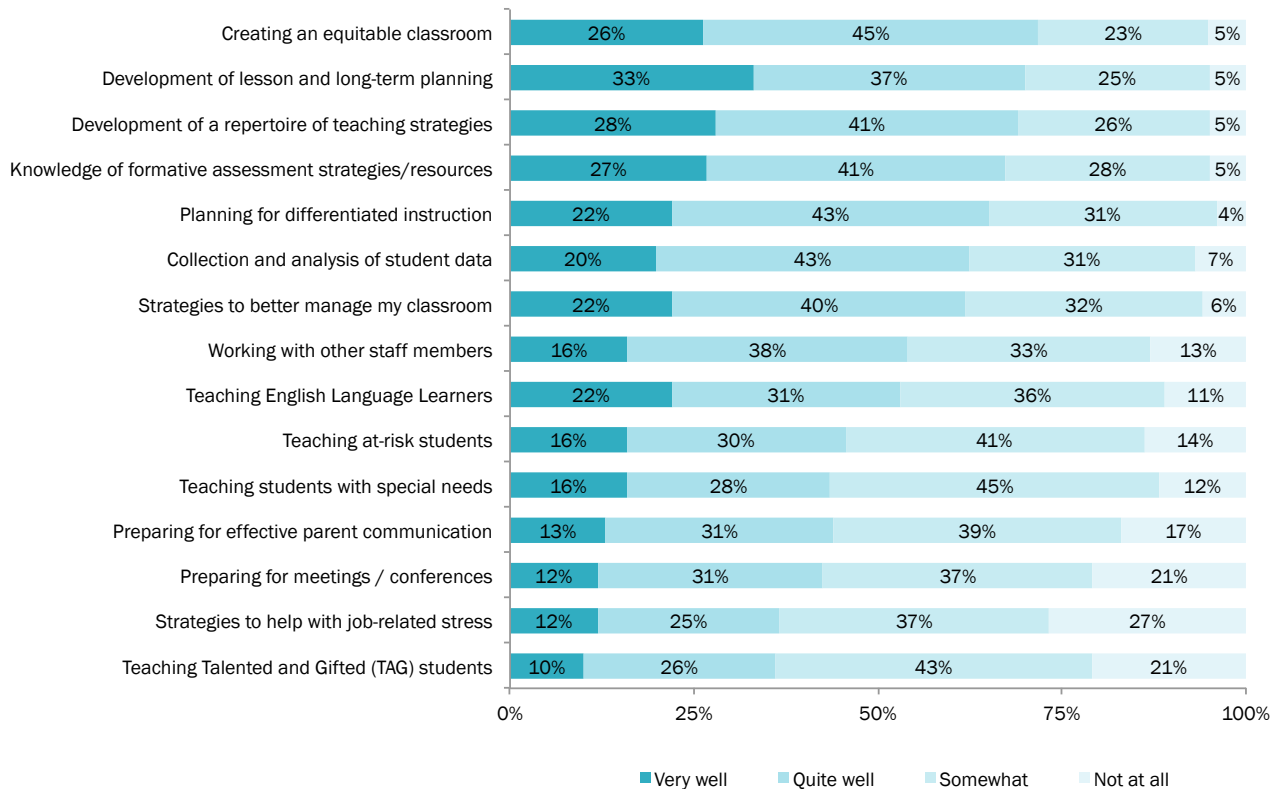
Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data

These results reflect responses from the population of all beginning teachers in mentoring programs in these districts, not just those who attended TeachOregon universities. For the questions about the mentor program, which applies to all beginning teachers in a district, we are interested in this larger group response. For the questions asking for reflection on the teacher education program, next year we may be able to analyze separately those who attended TeachOregon programs based on a change to the pertinent question that will allow better identification of the program attended. As the pipeline and pathways develop across the TeachOregon projects over time, an “ideal” TeachOregon participant might be one who is supported in a pathways program, completes a teacher preparation program with a Level 2 or 3 clinical experience, and is hired (and mentored) by the district where that clinical experience took place. But at this early stage, there are few such teachers and it makes sense to consider the responses of all beginning teachers, all of whom are receiving mentoring services.

Figure 6.1 displays the degree to which beginning teachers in TeachOregon districts felt that their teacher preparation programs prepared them well for their first years of teaching. The top three areas, where 69-71 percent of teachers indicate “very well” or “quite well” for their feeling of preparation, include creating an equitable classroom, lesson development and long-term

planning, and teaching-strategy repertoire development. Areas where teachers report feeling least prepared by their programs include preparing for meetings/conferences, strategies to help with job-related stress, and teaching Talented and Gifted students (36-43% “quite well” or better).

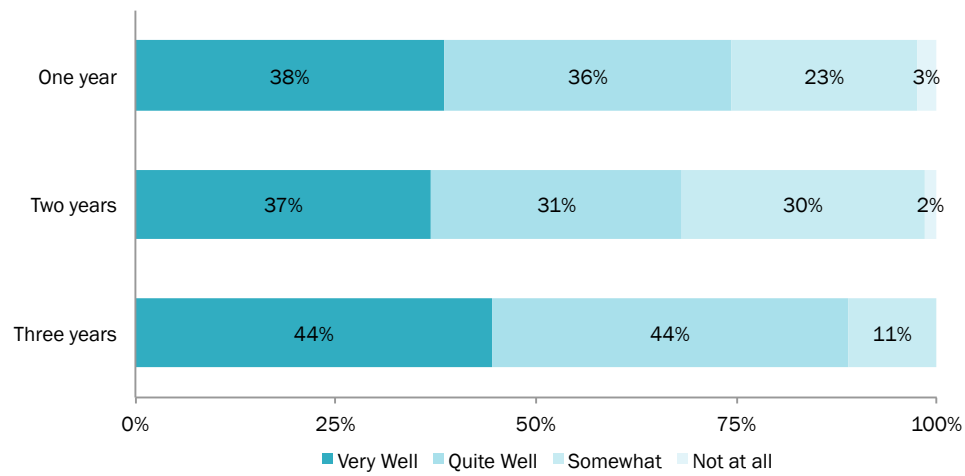
Figure 6.1. Beginning teachers’ responses to the question, “How well do you think your teacher education program prepared you for the following?”



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data

The next question collapses the topics into an overall statement about teacher preparation programs: did your program prepare you for the classroom? (See Figure 6.2.) Again, responding teachers are from a wide range of universities and preparation programs. Overall, 72 percent of respondents said that their preparation program prepared them “very well” or “quite well” for the classroom. By years of experience, a slightly higher share of 3rd-year teachers expressed strong satisfaction (88% felt very well or quite well prepared). First and 2nd-year students also indicate satisfaction with their programs: 68-74 percent felt very well or quite well prepared.

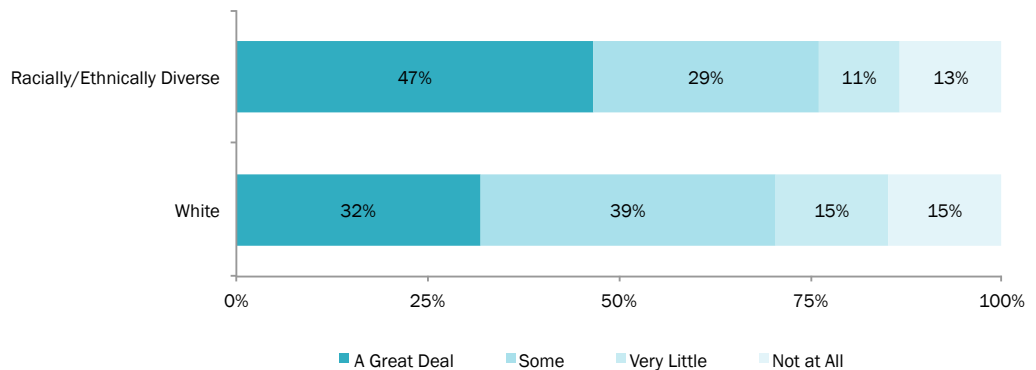
Figure 6.2. Beginning teachers' responses, by years of experience, to the question, "How well do you think your teacher education program prepared you for the classroom?"



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data

Beginning teachers were asked to identify the degree to which their mentors influenced their decisions to stay in the field of teaching. Overall, 64 percent of respondents in TeachOregon districts answered that the mentor had “some” or “a great deal” of influence on their decision to stay. For racially/ethnically diverse teachers, this figure was 76 percent (see Figure 6.3).

Figure 6.3. Beginning teachers' responses, by race/ethnicity, to the question, "To what degree did your mentor influence your decision to stay in the teaching profession?"

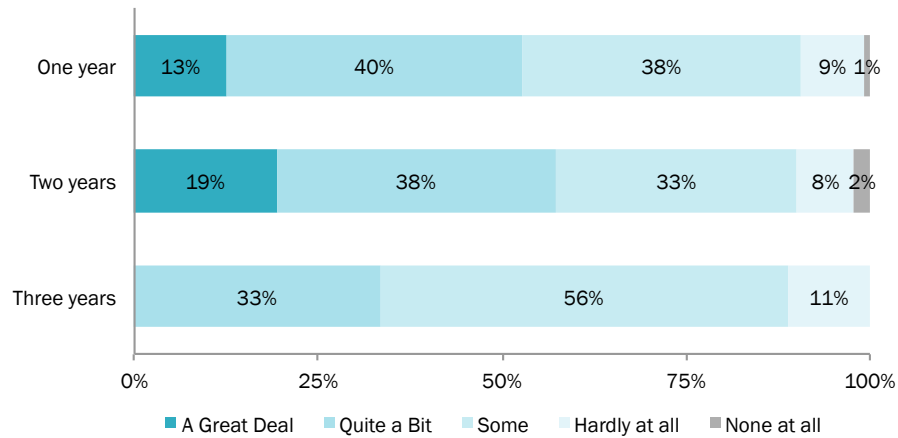


Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data. Does not include respondents who did not specify race/ethnicity (~6 percent).

Figure 6.4 summarizes the reported portion of their success that teachers attribute to the program. For all years of experience together, 15 percent attribute “a great deal” of their success to the mentor program, 39 percent “quite a bit,” and 37 percent “some.” By individual year of experience, 13

percent of 1st-year teachers and 19 percent of 2nd-year teachers selected “a great deal”; no 3rd-year teachers selected this option.

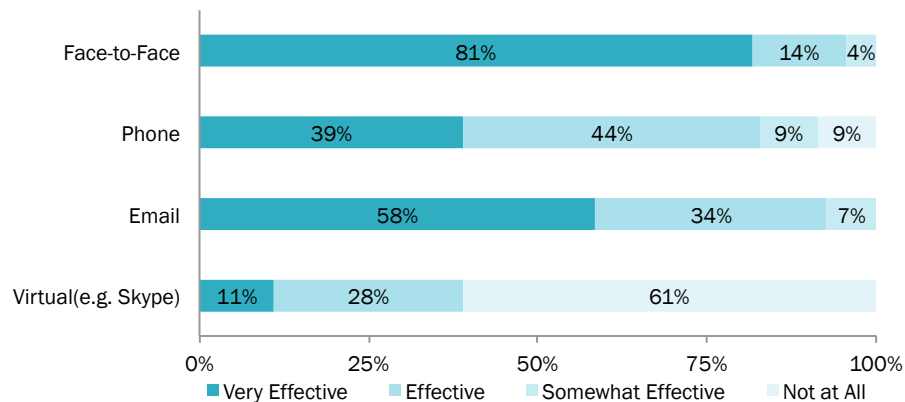
Figure 6.4. Beginning teachers’ responses, by years of experience, to the question, “How much of your success as a beginning teacher would you attribute to your mentor program?”



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data

Beginning teachers reported that some forms of communication with their mentor were more effective than others (see Figure 6.5). Face-to-face communication was the most effective form of communication; only 4 percent of respondents said it only somewhat effective. Email was the next most effective, followed by phone calls and virtual communication methods such as Skype.

Figure 6.5. Beginning teachers’ responses to the question, “How effective were these forms of communication with your mentor this current year?”

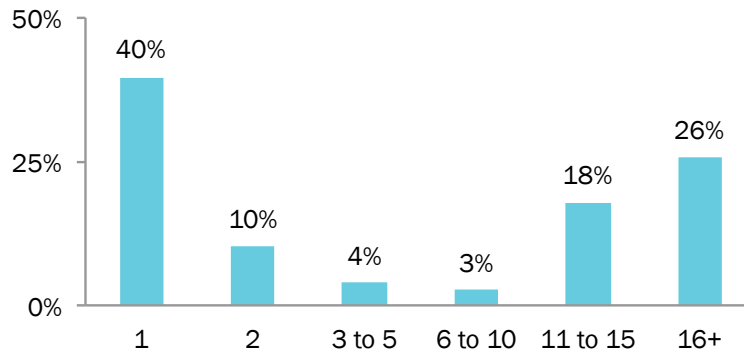


Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Beginning Teacher Survey data

Summary of selected questions from Beginning Teacher Mentor Survey

A total of 78 mentors from the six TeachOregon districts responded to the survey. Half of these reported that they supported 1-2 beginning teachers, while about 44 percent said they supported 11 or more beginning teachers. (see Figure 6.6). This reflects the different mentoring models used in each district (e.g., one-to-one versus full-release).

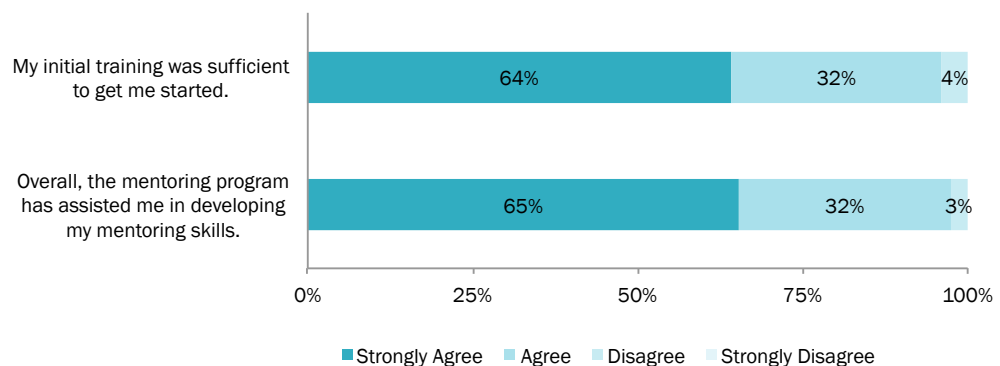
Figure 6.6. Number of beginning teachers working with each mentor



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Mentor Survey data

Nearly all mentors (96%) indicated that their initial training was enough to get them started, with two thirds saying they “strongly agree” with this statement (see Figure 6.7). The results for a statement on developing mentoring skills through the program are almost identical: 97% agree, with more than two thirds strongly agreeing.

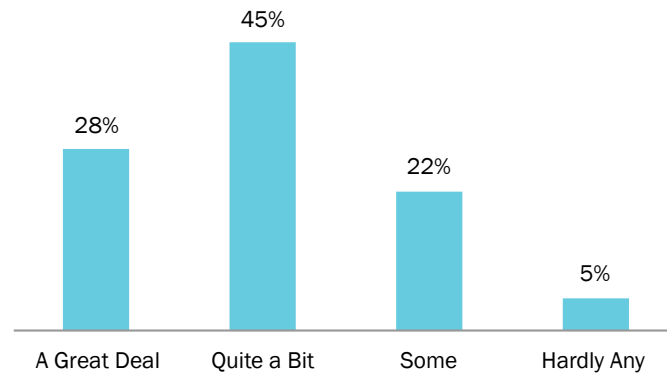
Figure 6.7. Mentors’ agreement with the following statements regarding mentor training and the impact of the program on mentoring skills.



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Mentor Survey data

Nearly all mentors felt that the mentorship had made at least some impact on the beginning teacher’s practice (see Figure 6.8). The largest group of respondents was those indicating that their mentorship made “quite a bit” of difference (45%).

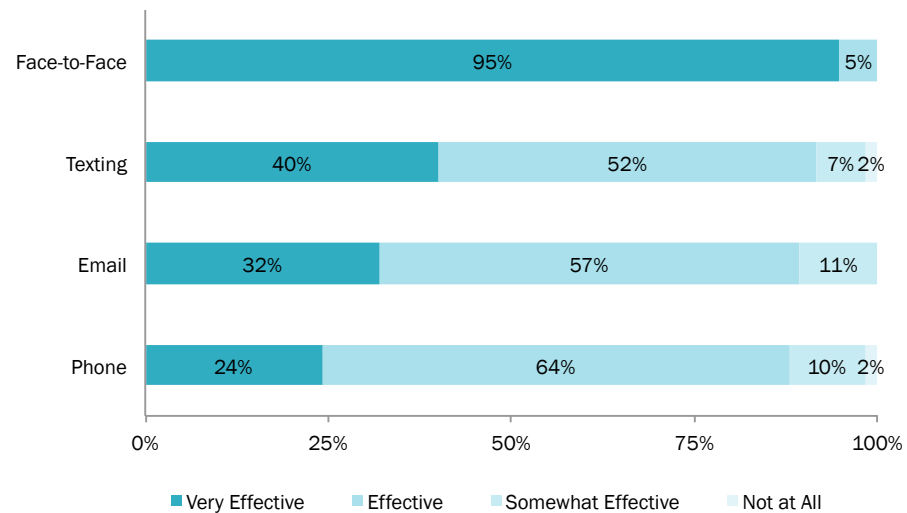
Figure 6.8. Mentors' responses to the question, "Overall, to what degree do you think your mentorship had an impact on your beginning teachers' practice?"



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Mentor Survey data

Similar to the beginning teachers, mentors reported that face-to-face communication is the most effective type of communication (see Figure 6.9). The reported effectiveness of texting, email, and phone is still high, but the “very effective” category drops from 96 percent for face-to-face communication to 24 percent for phone.

Figure 6.9. Mentors' responses to the question, "How effective were these forms of communication with your beginning teacher(s)?"



Source: ECONorthwest analysis of 2014-15 ODE Mentor Program – Mentor Survey data

Central Oregon Mentoring Program mid-year survey

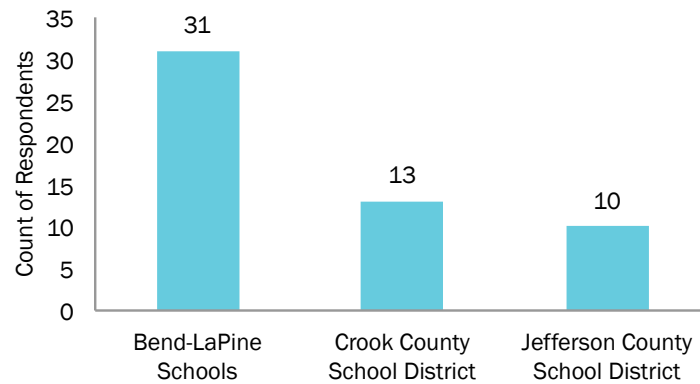
Central Oregon’s regional mentoring program was run separately from the state program and was funded by the school districts and TeachOregon (the partnership did not receive an Oregon Mentoring Program grant). The

project team administered its own survey, collected the responses, and shared the results with ECONorthwest.

Bend-La Pine's survey of beginning teachers and mentors in the Central Oregon Mentoring Program (covering Bend-La Pine, Crook County, Jefferson County, and Sisters school districts) provides valuable information about clinical experiences and feelings of preparation. In 2014-15, project staff revised the mid-year survey to align with the ODE statewide mentoring survey.

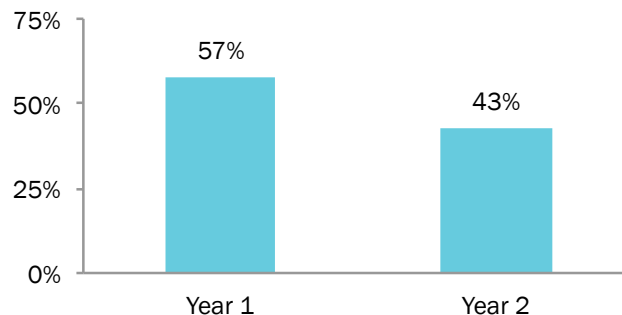
A total of 54 beginning teachers responded to the beginning teacher survey. More than half of these were from Bend-La Pine Schools (see Figure 6.10). And more than half were 1st-year teachers (see Figure 6.11).

Figure 6.10. Central Oregon Mentor Program beginning teacher survey respondents, by school district



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

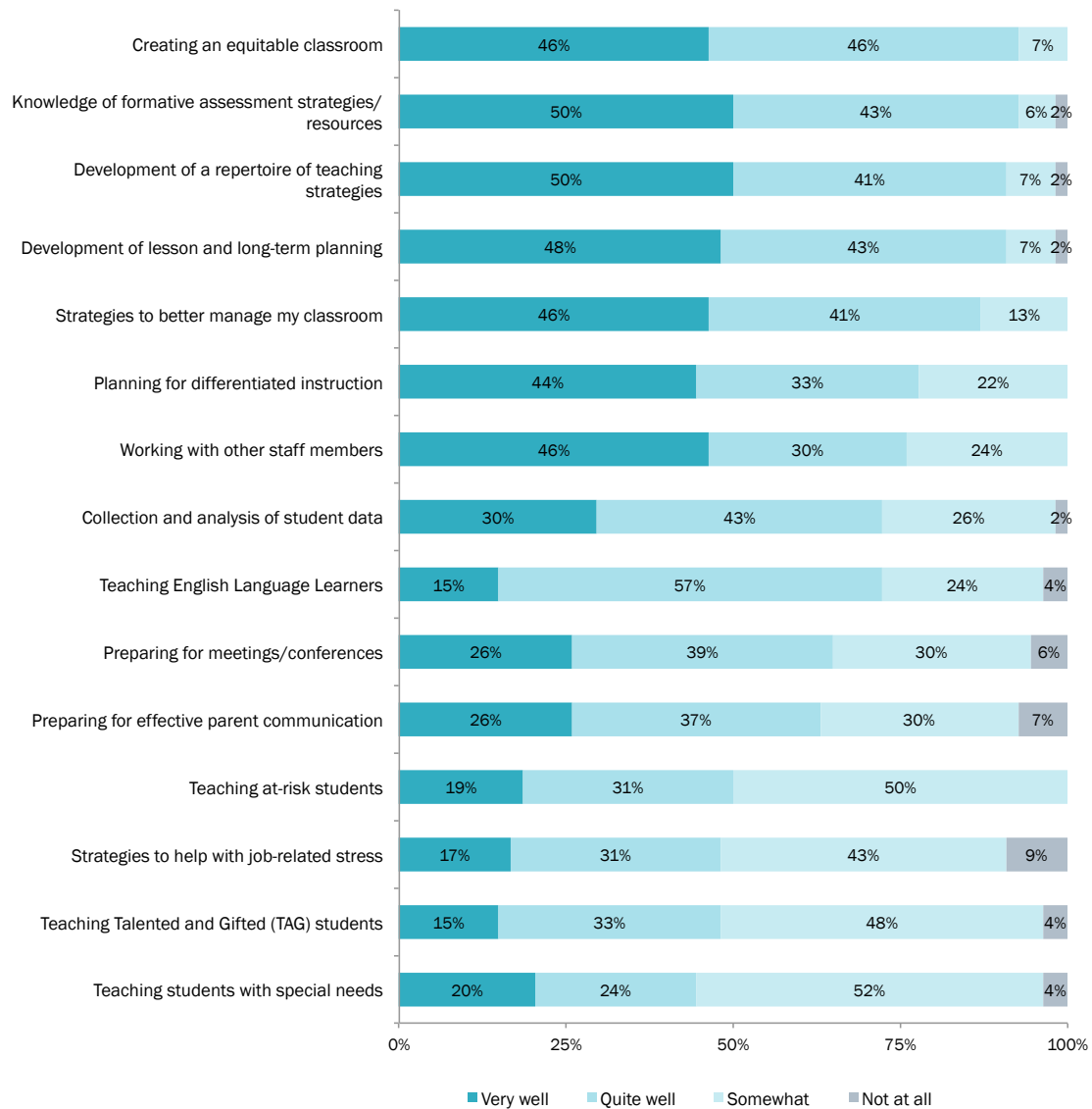
Figure 6.11. Central Oregon Mentor Program beginning teacher survey respondents, by year in program



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

Like the state-level survey, the Central Oregon survey included a question about the teachers' perception of their preparation program (see Figure 6.12). The ranking of answers from Central Oregon is similar to that for the state in several ways, though the distribution of responses is generally higher (more positive). For example, creating an equitable classroom is the top-ranked result for both surveys, but 46 percent of Central Oregon respondents say they were prepared "very well" versus 26 percent of respondents from the the state-level results. Two of the items at the bottom of the Central ranking match the bottom items of the state-level results (strategies to help with job-related stress and teaching TAG students); the difference in distribution is smaller but still apparent.

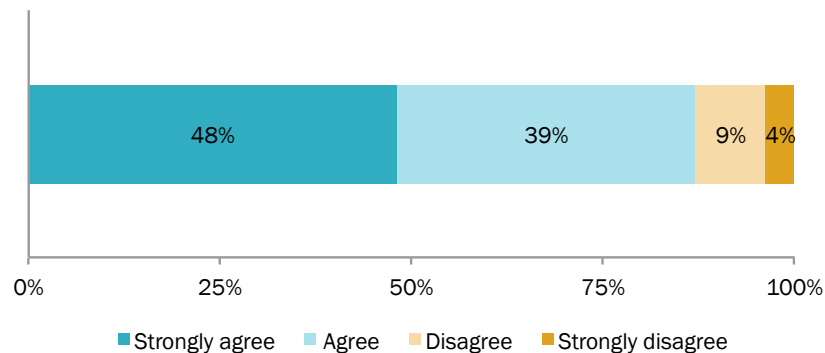
Figure 6.12. Beginning teachers' response to the question, "How well do you think your teacher education program prepared you for the following?"



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

Half of the beginning teacher respondents in Central Oregon said they “strongly agree” that their mentor supported them in increasing their skills as an effective teacher (see Figure 6.13). Another 39 percent agree; about 13 percent disagree with the statement.

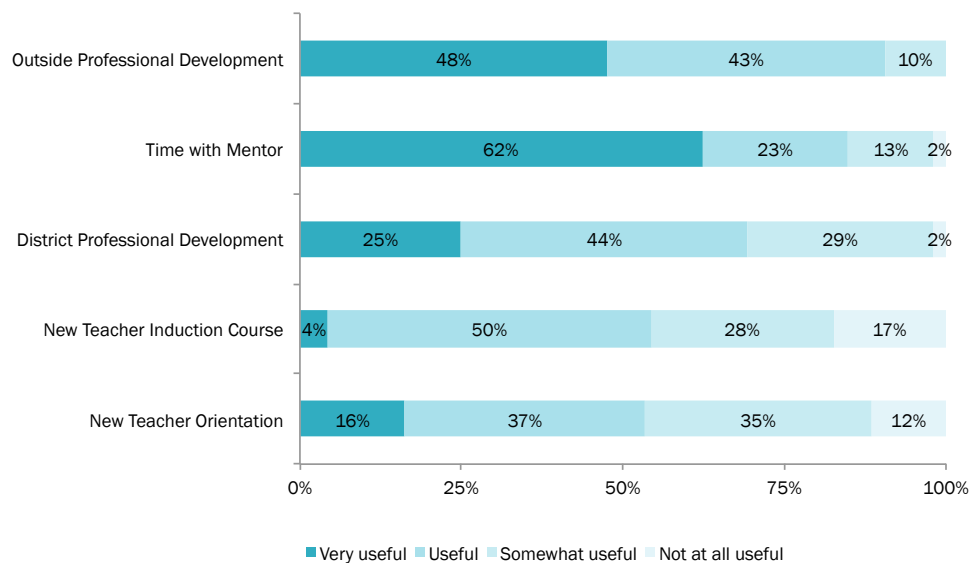
Figure 6.13. Beginning teachers’ agreement with the statement, “Overall my mentor supported me in increasing my skills as an effective teacher.”



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

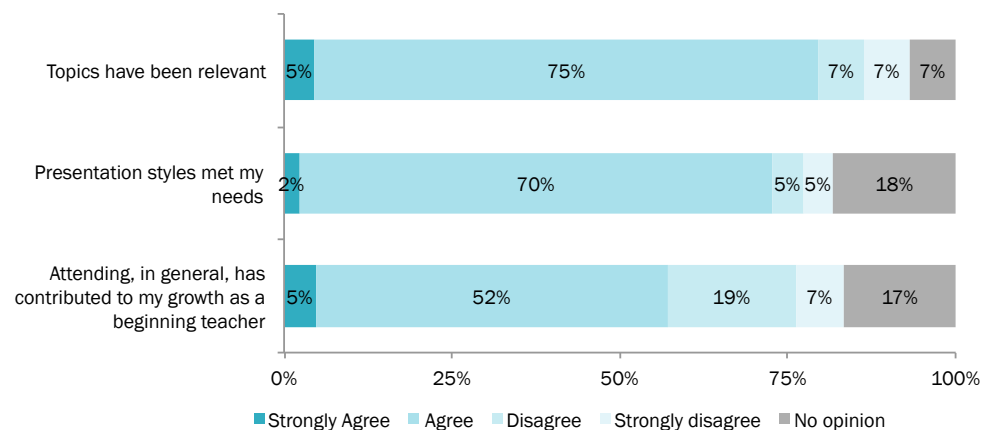
Central Oregon beginning teachers also provided feedback on the professional development they received. The most useful professional development opportunity was “outside professional development” (90% said it was useful or very useful) followed by “time with mentor” (85% useful or very useful; see Figure 6.14). Time with mentor had the strongest “very useful” result (62%). Just over half of respondents found the new teacher induction course and new teacher orientation useful or very useful. The seminar topics were relevant and presented well, but 26 percent of respondents disagreed that attending the seminars contributed to their growth as a beginning teacher (see Figure 6.15).

Figure 6.14. Beginning teachers' responses to the question, "As a beginning teacher, how useful for your instructional practices did you find the following professional development opportunities?"



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

Figure 6.15. Beginning teachers' responses to the question, "Please indicate to what extent the topics or structures of the seminars have supported your professional growth."



Source: ECONorthwest analysis of 2014-15 Bend Mentor Program – Beginning Teacher Survey data

Summary

Participants are satisfied with their mentoring programs in TeachOregon districts and agree that mentors play an important role in a teacher's first few years. Highlights of the survey findings include the following:

- 72 percent of respondents from TeachOregon districts reported that their teacher preparation program prepared them “very well” or “quite well” for the classroom
- 64 percent of respondents from TeachOregon districts indicated that the mentor had “some” or “a great deal” of influence on their decision to stay in the teaching profession; for racially/ethnically diverse teachers, this figure was 76 percent
- 54 percent of respondents from TeachOregon districts attribute “quite a bit” or “a great deal” of their success as a beginning teacher to the mentor program
- 87 percent of Central Oregon respondents agree or strongly agree that their mentors supported them in increasing their skills as an effective teacher
- For both beginning teachers and mentors, face-to-face time is the most effective form of communication

Report Conclusion

When measuring impact, an evaluator prefers a tightly defined intervention implemented systematically to a scientifically selected subset of a population. From the outset, the TeachOregon applications signaled the diversity of interventions, and those have played out in the first two years of implementation. Adding to the challenge is the lack of a strong control group for the demonstration, as some partners are applying the interventions to all of their students, and others are providing different levels of data for the treatment and control groups. As of spring 2015, only a few dozen TeachOregon participants have been identified as being licensed teachers in partner school districts.

The qualitative and quantitative data available for the evaluation thus far suggest positive results in a number of areas. Teacher candidates at TeachOregon universities have increased in diversity and academic preparedness, and TeachOregon participants improved more, on average, than their non-TeachOregon counterparts over the course of their clinical practice. From the surveys, trained cooperating teachers felt more prepared to work with teacher candidates and reported that TeachOregon candidates were more prepared to engage in teaching activities than were traditional candidates. University supervisors also see value in the model. Project teams are planning for TeachOregon activities to continue beyond the grant.

In sum, TeachOregon is providing its partners with the opportunity to collaborate and communicate in new and important ways. Survey results reveal a rich level of activity and change around clinical experiences, with positive responses around levels of preparation and satisfaction with co-teaching. The TeachOregon partners are actively engaged and committed to the efforts that are underway, and report a number of achievements considered to be promising practices by both the teacher preparation programs and school districts. The partnerships' experimentation with new models will offer valuable lessons to Oregon's larger teacher preparation community, and potential impacts in the final year of the initiative will continue to help identify whether and how TeachOregon practices should be implemented across the state.